



Holy Rood Catholic Primary School

Children with Medical Needs Who Cannot Attend School Policy

Mission Statement

Live, Love, Learn

Holy Rood is proud to be a Catholic school, where Christ is at the heart of our community.

Working in close partnership with the home and parish, we share and celebrate our faith, while respecting and accepting those from other traditions and cultures.

We acknowledge each person's uniqueness and aim to provide a happy Christian environment where everyone can thrive.

We are committed to delivering a broad and balanced education, where each child can become the best they can be. We seek to nurture self-esteem in everyone and develop a sense of responsibility for ourselves and others.

We strive for excellence in all we do.

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 the [Education Act 1996](#).

It also based on guidance provided by our local authority.

3 Responsibilities

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.

The Headteacher/SENDCo is responsible for:

- Working with the Local Governance Committee to ensure compliance with the relevant statutory duties when supporting pupils with health needs.
- Working collaboratively with parents and other professionals to develop arrangements to meet the best interests of children.
- Ensuring the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
- 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.
- Ensuring the support put in place focusses on and meets the needs of individual pupils.
- Arranging appropriate training for staff with responsibility for supporting pupils with health needs.
- 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.

- Providing reports to the Local Governance Committee on the effectiveness of the arrangements in place to meet the health needs of pupils.
- Notifying the LA when a pupil is likely to be away from the school for a significant period of time due to their health needs.
- Dealing with pupils who are unable to attend school because of medical needs.
- Actively monitoring pupil progress and reintegration into school.
- Supplying pupils' education providers (if not school) with information about the child's capabilities, progress and outcomes.
- Liaising with the education providers and parents to determine pupils' programmes of study whilst they are absent from school.
- Keeping pupils informed about school events and encouraging communication with their peers.
- Providing a link between pupils and their parents, and the LA.

Teachers and support staff are responsible for:

- Understanding confidentiality in respect of pupils' health needs.
- 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.
- Understanding their role in supporting pupils with health needs and ensuring they attend the required training.
- Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.
- Ensuring they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.
- Keeping parents informed of how their child's health needs are affecting them whilst in the school.

Parents are expected to:

- Ensure the regular and punctual attendance of their child at the school where possible.
- Work in partnership with the school to ensure the best possible outcomes for their child.
- Notify the school of the reason for any of their child's absences without delay.
- Provide the school 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.

3.2 If the local authority makes arrangements

If the school can't make suitable arrangements, Barnsley MBC will become responsible for arranging suitable education for these children. The LA must arrange suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. The school has a duty to support the LA in doing so. The school must fill in an Education Other Than at School (EOTAS) referral in order for the LA to make suitable arrangements.

The LA should:

- Provide such education as soon as it is clear that a pupil 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 pupil.
- Ensure the education pupils 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 pupils in arranging provision.
- Have a named officer responsible for the education of children with additional health needs and ensure parents know who this is.

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

Barnsley MBC will provide and ensure:

- Children and young people will typically receive a minimum entitlement of five hours a week, dependent on medical advice and whether they're well enough to benefit from teaching.
- To strike the right balance between encouraging the child/young person to study and recognise when they're not well enough to benefit from tuition. The LA can increase hours if appropriate, for instance if the child/young person is approaching a public examination.
- Tuition will usually take place on a one-to-one basis in the home or in a local public venue, such as a library, although the LA will consider whether small group tuition or tuition via an accredited e-learning programme would be more appropriate.

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

3.3 Reintegration

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

- The school will work with the LA 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 child will be able to access the curriculum and materials that they would have used in school.
- If appropriate, the school nurse 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 in the early stages of their absence.

- The school is aware that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents 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 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.
- The school will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period.
- Following reintegration, the school will support the LA in seeking feedback from the pupil regarding the effectiveness of the process.

4 Monitoring arrangements

This policy will be reviewed annually by the SENDCO. At every review, it will be approved by the full governing body.

5 Links to other policies

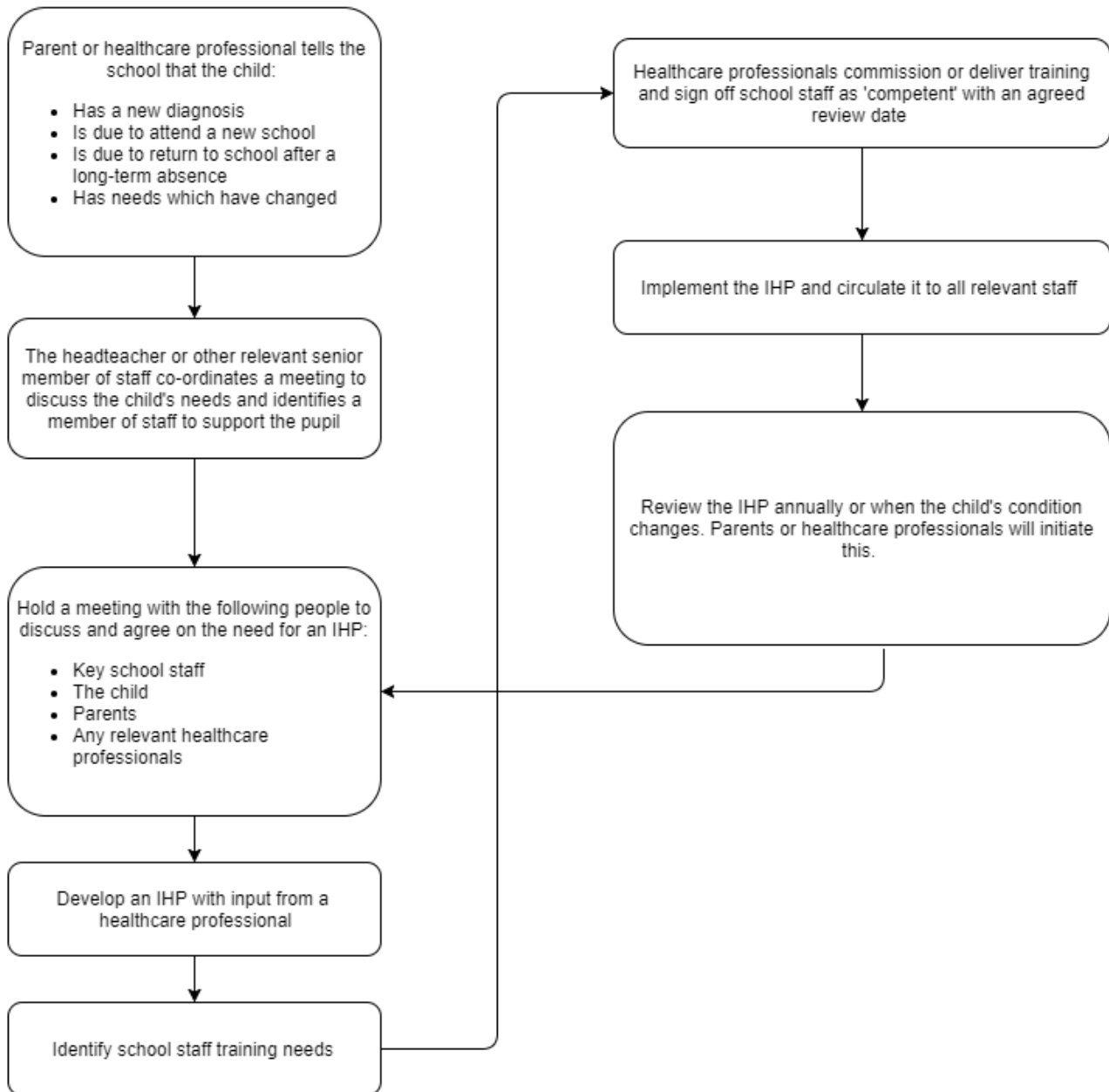
This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- SEND Policy

Approved by Chair of Governors Date

Review Date:

Appendix 1: Being notified a child has a medical condition



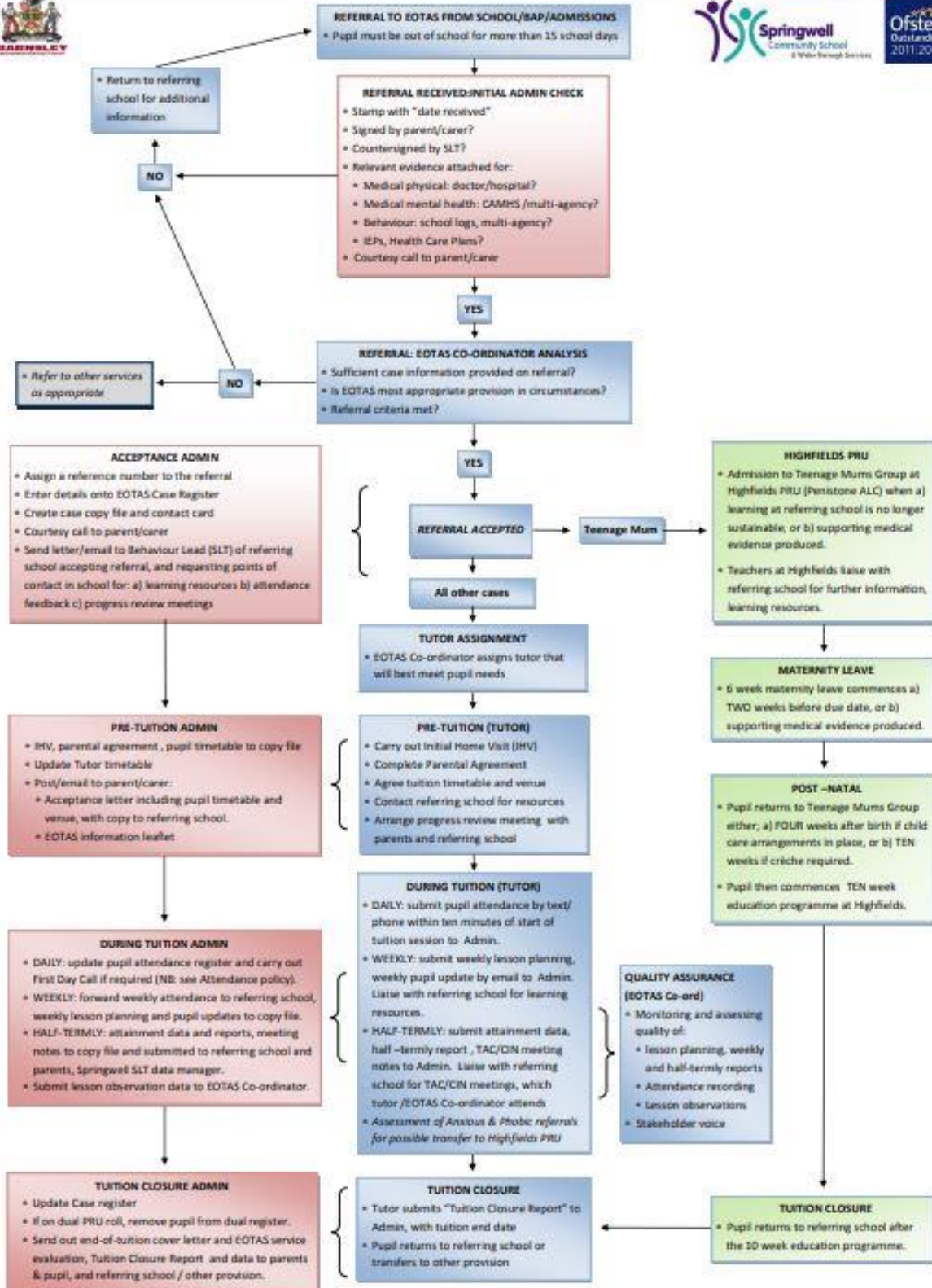
BARNSELY EOTAS SERVICE – 5 MINUTES READ

- Springwell Community Special School is commissioned to provide the Borough’s Behaviour Support Service which includes EOTAS (Education Other Than At School).
- EOTAS provides interim learning support (within available resources) for pupils who are unable to access learning at their registered school for longer than 15 days because they:
 - Have a serious medical condition, which usually involves on-going hospital treatment;
 - Are anxious, phobic, depressed, disengaged, school-refusers, and need access to 1:1 or small group emotional and/or social support;
 - 1:1 support to help aid a successful reintegration back into mainstream settings;
 - Are pregnant (Teenage Mums).
- Tuition usually takes place in the home or other risk-assessed public buildings such as libraries or hospitals. It can also take place in schools as part of a re-integration package. “Teenage Mums” are educated within Highfields PRU on site at Penistone Grammar ALC.
- Pupils eligible for EOTAS support receive a minimum entitlement of 5 hours per week which, if capacity allows and is appropriate to need, should be increased to enable a pupil to keep up with their studies - in particular when a pupil is approaching public examinations.
- The referral process must come through the school at which the pupil is on roll, involve the consent of parents/carers and be supported in writing by a medical practitioner, e.g. GP, Consultant, Key Worker at school (mainstream settings). Referral forms must be signed by a member of SLT. Referrals must include as much background information on pupil, current and past attainment / levels, any other agencies involved with child and family. Referrals will be returned/held in abeyance if the above is absent.
- All referrals are discussed at a weekly EOTAS management meeting. When a new referral is accepted, an appropriate tutor is assigned and he/she will carry out an Initial Home VISIT (IHV) with a representative of the EOTAS management team to meet the pupil, parents/carers, risk- assess the home and arrange a suitable 5 hour timetable. This will be followed by liaison with the pupil’s school to obtain suitable learning materials and tuition commences. The pupil, parents, school and tutor review progress at regular progress review meetings. Re-integration takes place once the pupil is able to safely access learning back in the registered school.
- At all times during the provision of EOTAS learning support, the pupil remains the responsibility of the referring school at which the pupil is on roll.
- Existing EOTAS policy and practice is outlined in: “EOTAS: Access to education for pupils with medical needs – advice for families regarding social care and links to other services (March 2011)”
- NB: policy and practice is currently under review.

The role of schools in supporting pupils who are likely to access EOTAS provision:

- All schools require:
- Written policy and procedures for dealing with the education of pupils with medical needs which may stand alone or be incorporated into the schools overall Inclusion Policy;
- A nominated governor responsible for reviewing the procedures that apply to educating children and young people with medical needs;
- A named member of SLT required to:
 - Oversee the school's provision for its pupils who are accessing EOTAS learning support and ensure Key Workers (below) fulfill their responsibilities:
 - Act as a gatekeeper by ensuring all referrals have been sanctioned and signed by SLT;
- A "Key Worker" – likely to be a pastoral lead / SENCO – for each case as required, to:
 - Aid communication with other parties, e.g. Hospital Teaching Services, CAMHS;
 - Ensure that a Personal Educational Plan/ Care Plan is in place for pupils likely to be absent for more than 15 days;;
 - Ensure that curriculum and lesson plans, learning resources, are provided to the pupil/EOTAS tutor as promptly as possible to ensure continuity in learning;
 - Facilitate on-going communication between the pupil, parents/carers and the school and with peers, and ensure that pupils are kept informed about school social events and are able to participate in school activities as much as is reasonably possible;
 - Arrange progress review meetings at a suitable venue (ideally referring school); • Ensure that pupils who are unable to attend school because of medical needs have access to public examinations;
 - Arrange re-integration meetings at a suitable venue (ideally referring school);
 - Ensure that re-integration processes and procedures best meet the needs of the pupil.
- "PGS Highfields" is a specialist and limited capacity PRU unit for anxious and phobic pupils.
- Referral is through the EOTAS route, to include an initial EOTAS intervention followed by a three week assessment period at Highfields.

BARNSELY EOTAS SERVICE: REFERRAL PROCESS



Alan Brown EOTAS Co-ordinator July 2013

Appendix 3