



Policy 'owned' by: Governors' SIMCE Committee  
 Updated: in line with Key model policy  
 To be reviewed: Spring 2025

# 'Learn to love and love to learn; in God's love each one will shine' .

St. Andrew's Church of England (VC) Primary School

## Children with health needs who cannot attend school policy

### Rationale:

**Our School Vision** is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

**Learn to Love-** As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

**Love to learn-** Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

**In God's love each one will shine-** Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

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## 1. Aims

St Andrew's aims

- to ensure that all children who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows.  
It applies equally whether a child cannot attend school at all or can only attend intermittently, to enable them to reach their full potential.
- to work with Hertfordshire County Council to ensure that any child who is unable to attend their own school because of medical needs, has access to learning and can continue to make progress. HCC works collaboratively with parents, schools and other stakeholders, to remove any barriers to learning so the child can experience success and can take a full and meaningful part in society. Due to the nature of their health needs, some children may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their school and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough. We understand that we have a continuing role in a pupil's education whilst they are not in school and will work with the LA, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

## 2. Legislation and guidance

This policy reflects the requirements of the

- Education Act 1996
- Equality Act 2010
- Data Protection Act 2018
- DfE (2015) 'Supporting pupils at school with medical conditions'
- For children with SEN, the guidance should be read in conjunction with the Special Educational Needs and Disability (SEND) code of practice.
- Children and Families Act 2014
- Education for children with health needs who cannot attend school, published by the DfE (January 2013),

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

### 3.1 Parents/ carers responsibilities

- Seek advice from a qualified health professional when non-attendance to school develops (for children with mental health issues, a mental health practitioner).
- Seek medical guidance around reasonable adjustments that the school should consider, alongside strategies to support.
- Share health advice with the school to assist them with their support plan or individual health care plan.
- Provide current medical guidance when requested by school.
- Provide early communication to school, if a problem arises or help is needed.
- Attend necessary meetings with school and relevant professionals.
- Put into practice recommended techniques given by health, to support their child to return to school when health needs permit.
- Reinforce with their child, the value of a return to school.
- Ensure that their child is ready for and attends all provision offered.
- Ensuring that an adult is present while the pupil attends their ESMA Teaching Service lessons.
- Responsible for safeguarding their child when they are not receiving education.

### 3.2 The responsibilities of the school

- The school will make educational provision for pupils as set out in the guidance document 'Supporting pupils at school with medical conditions (December 2015)'.  
The Head Teacher and SENDCO will be responsible for making and monitoring these arrangements.

- The The first 15 working days of absence remains the school's responsibility to provide and mark schoolwork for the pupil.
- A meeting will be made with parents / carers to discuss arrangements for working from home or hospital.
- The school will monitor pupil attendance and to mark registers so that they show if a pupil is, or ought to be, receiving education otherwise than at school by using the recording key agreed with HCC Attendance service
- A plan will be drawn up detailing agreed actions from the discussion, the plan will be signed by school and parents / carers. (Please See Appendix 1)
- The plan will then be carried out to deliver education to the child. We will provide access to the full curriculum (Art, History, etc.) according to the needs of the pupil, working together with the ESMA Teaching Service who will provide additional access to the core curriculum (English, Math's, Science). Arrangements could include sending work home, attending a hospital school or a Teaching Assistant may attend the home to deliver lessons, work will be prepared by class teachers.
- Put procedures in place for ensuring that children and young people who are unable to attend the school because of medical needs have access to public examinations. If a pupil is unable to take their exams within the school setting, it is the school's responsibility to organise those exams, secure an invigilator and locate a safe venue.
- The pupil will be slowly integrated back into school with either alternative arrangements to make it possible such as alternative provision for break or lunch times or the pupil may come back into school on a reduced timetable until their health needs have been met.
- The school will monitor attainment and progress during the period of school absence.

### **3.3 Pupil responsibilities**

- Be ready to maintain communication with the identified link teacher from school.
- Be ready to engage with the agreed Holistic Reintegration Plan.
- Be prepared to work with the professionals to develop skills to communicate their views and concerns.
- Be ready to take steps needed to commence the return to school

### **3.4 If the local authority makes arrangements**

- If the school cannot make suitable arrangements, Hertfordshire County Council will become responsible for arranging suitable education for these children, through the Education Support for Medical Absence (ESMA) team. The ESMA Teaching Service complements the teaching offer by Hertfordshire schools for pupils who are temporarily unable to attend their school, due to the impact of their medical condition. The named officer with responsibility for the provision of education for pupils unable to attend school due to medical needs. Mrs Sue Bramley, ESMA Teaching Service Lead Teacher, is the designated officer.

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, the school will 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

Please see the following link for the support ESMA offer:

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-support/get-help-to-access-learning/education-support-for-medical-absence.aspx>

ESMA support pupils who are of compulsory school age:

- who have had, or are expecting to have, significant time off from school due to the impact of a physical or mental health condition.
- to get back into school life after a long time off due to medical reasons.
- who are moving to a new school and have physical or mental health issues impacting on their attendance.
- who have been in hospital for a long stay i.e. 5 days or more, or are in hospital regularly.

They will work with the school to support the young person to return to an agreed school timetable. They will:

- provide advice and training so schools can develop skills and strategies to young people manage their physical or mental health needs
- work with schools and health professionals to advise on a support plan for the young person
- provide advice on school policy about pupils with physical or mental health needs
- provide advice to the school so a young person's timetable can be amended
- suggest reasonable adjustments in schools
- provide teaching support (where needed) as part of a programme to help the young person back into school life
- help pupils to take part in education and return to school wherever possible via a joint package of support with school and parents.

## Referrals to ESMA

Referrals must be made by the school. Referrals can only be made by the family if the young person does not have a school place, and must have supporting medical evidence. Referrals are completed using a [service request form](#) (and the [ISL Baseline Assessment Form for School Staff only](#)). Referrals must be sent to the relevant ISL area email address on the service request form. All referrals must have parental consent,

## What needs to be included in the referral?

Referrals should also provide detailed information about the pupil, including

- confirmation that the pupil is medically unable to attend school
- Referral must have signed parental consent and supporting current medical evidence from a health professional working with the young person.
- the reason for the absence (physical or mental health condition)
- what the length of the absence from school is likely to be
- For pupils who have long term or recurrent illness, the school will provide the current treatment plan and the named medical contact.
- If a pupil is attending school on a reduced timetable, the school will submit the agreed reintegration plan
- current support plan on offer from the school
- For pupils receiving additional funding (through either an EHCP or Local High Needs Funding and/or Pupil Premium Grant) the school should state in the reintegration plan how this funding is being used.
- supporting medical advice from the health professional who treats your child. This must show the impact the physical or mental health condition has on your child's attendance

## ESMA's responsibilities

- Assess all referrals to the service and identify suitable teaching intervention within 15 days.
- Ensure all stakeholders are aware of the service's entry and exit criteria.
- Provide access to the core curriculum (English, Math's, Science), for referrals that meet the service's criteria. Whilst the school should provide access to the full curriculum (Art, History, etc.).
- Monitor and evaluate the teaching provided by the ESMA teachers to ensure it continues to meet the needs of individual pupils in line with their health needs. The service will report to stakeholders on pupil's attendance, engagement and academic progress (core subjects) during the period of support.
- Develop a Holistic Reintegration Plan in collaboration with schools, pupil, parents and professionals working with the child.
- Liaise with the school's identified member of staff, to ensure review meetings are held regularly (normally every 6 weeks), and school, parents, pupil and other professionals (health) working with the child are aware of the Holistic Reintegration Plan targets and impact of support provided by professionals involved.
- Ensure the pupil is involved in the planning and evaluation of their Holistic Reintegration Plan (Pupil voice).
- Monitor that updated medical evidence is provided by the school to enable ongoing teaching intervention from the ESMA Teaching Service (beyond 12 weeks).
- Support pupils on the school site; in a suitable venue, or exceptionally, in the pupil's home if supported by appropriate medical evidence. If support is required in the home, it will be necessary to carry out an appropriate risk assessment and there must always be a responsible adult present.
- Contact the school to clarify why a referral did not meet the entry criteria.
- Contact health professionals to determine how much education is manageable for the pupil in relation to their health needs.

## What happens after the referral is submitted?

ESME will assess all referrals to the service and identify suitable teaching intervention within 15 days.

They will either provide:

- an advice and guidance package to the school and young person. The school will liaise with the ESMA Teaching Service to collaboratively draw a support plan for pupils who are likely to be at home/in hospital for more than 15 consecutive school days, or more whether consecutive or cumulative.
- direct teaching to the young person, working with the school.

## 4. Monitoring arrangements

This policy will be reviewed annually by the Headteacher and SENDco. At every review, it will be approved by SIMCE Committee.

## 5. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- Attendance policy
- Child protection and safeguarding policy
- Special educational needs and disabilities (SEND) policy

**Policy owned:** SIMCE

**Reviewed:** Spring 2024 (Using The Key Model policy)

Next Review: Spring 2025

Appendix 1: Care Plan for child with health needs who cannot attend school

<b>Name of Child:</b>		<b>Class:</b>	
<b>Date of Plan:</b>		<b>Review Date:</b>	
<b>Name of Parents/Carers:</b>			
<b>Health reason for child non-attending school.</b>			
<b>Digital Provision:</b> (Tick- where applicable)		<b>Daily</b>	<b>Weekly</b>
	<b>Tapestry</b>		
	<b>Class Dojo</b>		
	<b>Google Classroom</b>		
	<b>Zoom Meeting</b>		
<b>English Plan</b>	<b>(e.g if paper copies to be provided/how often/markings of work etc)</b>		
<b>Maths Plan</b>			

<b>Other Curriculum Areas</b>	
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