



Hillcross Primary School

# Children with health needs who cannot attend school policy

## Mission, Vision and Values

At Hillcross we enable our children to think differently, aim high and achieve. Through our school culture of high aspiration, embracing challenge, collaboration, shared responsibility and respect for each other, we aim for Hillcross to be the number one school of choice for the local community. Our outstanding practice in all we do alongside our dynamic and ambitious curriculum provides all our children with rich opportunities and experiences for high quality learning and wider personal development.

## 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

## Legislation and guidance

This policy reflects the requirements of the Education Act 1996, the Children and Families Act 2014 and the DfE Guidance Supporting pupils at school with medical conditions, April 2014. It is also based on guidance provided by our local authority. This policy complies with our funding agreement and articles of association.

## The responsibilities of the school

All children with medical conditions must be properly supported in school both academically and emotionally so that they have full access to education, including school trips and physical education. The governing body of Hillcross Primary School are committed to ensuring that arrangements are in place to support children with medical conditions and school leaders consult health and social care professionals, pupils and parents about this. The Headteacher has overall responsibility for the policy implementation, supported by the Inclusion Manager.

- If necessary, an **Independent Health Care Plan (IHCP)** will be set in place describing in detail how a child's health needs will be met and by whom. IHC Plans will be drawn up in partnership between the school, parents, and a relevant healthcare professional, e.g. specialist or children's community nurse, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. The aim should be to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education. This will be shared with all relevant staff and will be used to inform all necessary risk assessments e.g. school trips. IHC plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. For guidance on what information should be recorded on individual healthcare plans, please see **Appendix A**.
- If a pupil also has a disability, reasonable adjustments will be set in place.



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- If a pupil also has complex special educational needs (SEN) and needs an **Education, Health and Care Plan** (EHCP), this would either be in addition to their IHCP or the EHCP must include support for the medical condition. Please note that a medical condition alone does not trigger an assessment for an EHCP.

The Department of Education guidance "[Supporting Pupils at School with Medical Conditions](#)" also informs parents and carers of their expectations.

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. Where pupils would not receive a suitable education in a mainstream school because of their health needs, the local authority has a duty to make other arrangements. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from schools for 15 days or more because of health needs (whether consecutive or cumulative across the school year). In Merton, if a child cannot attend school due to a long term medical condition the school may consider a referral to Melbury College to consider how best to support the child's education. For some young people this can lead to them being educated by the SMART Centre which is part of Melbury College for a temporary period.

The school will:

- 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)
- 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 all agencies to:

- Create individually tailored reintegration plans for each child returning to school
- Consider whether any reasonable adjustments need to be made
- Ensure staff are properly trained where necessary to provide the support that pupils need.

At Hillcross all staff engage with whole school awareness training, as appropriate in order that all staff are aware of the school's policy for supporting pupils with medical conditions, their role in implementing this policy and to ensure that all medical conditions affecting pupils in the school are understood fully. Induction arrangements for new staff also include this training, which includes preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

### **Links to other policies**

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions and administering medicine in school

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed

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to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

### **Safeguarding Commitment**

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

### **Privacy Policy**

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

### **Monitoring and Evaluation**

This policy will be reviewed annually by our Headteacher, in liaison with the Inclusion Manager. At every review, it will be approved by the full governing board.

**Written:** January 2021

**Approved by Governors:** March 2021

**Date of next review:** April 2024

### **Appendix A**

When deciding what information should be recorded on individual healthcare plans, the governing body should consider the following:

- the medical condition, its triggers, signs, symptoms and treatments;
- the pupil's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues eg crowded corridors, travel time between lessons;
- specific support for the pupil's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- the level of support needed, (some children will be able to take responsibility for their own health needs), including in emergencies. If a child is self managing their medication, this should be clearly stated with appropriate arrangements for monitoring;



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- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- who in the school needs to be aware of the child's condition and the support required;
- arrangements for written permission from parents and the headteacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, eg risk assessments;
- where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition; and
- what to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan