



Ripon Grammar School

Supporting students with medical needs that cannot attend school Policy

1. Policy

1.1 This policy aims to ensure that:

- Suitable education is arranged for students on roll who cannot attend school due to health needs,
- Students, staff and parents understand what the school is responsible for when this education is being provided by the local authority.

Ripon Grammar School aims to ensure that all students 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, to enable them to reach their full potential.

Due to the nature of their health needs, some students may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, students should receive their education within their school and the aim of the provision will be to reintegrate students back into school as soon as they are well enough.

We understand that we have a continuing role in a student's education whilst they are not in school and will work with the LA, healthcare partners and families to ensure that all students with medical needs receive the right level of support to enable them to maintain links with their education.

1.2 Legislation and guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- Data Protection Act 2018
- DfE (2013) 'Ensuring a good education for children who cannot attend school because of health needs'
- DfE (2015) 'Supporting pupils at school with medical conditions'.

2. Procedure

2.1 Types of health/medical issues

Students who are unable to attend school as a result of their health/medical needs may include those with:

- Physical health issues
- Physical injuries
- Mental health problems, including anxiety issues
- Emotional difficulties or school refusal
- Progressive conditions
- Terminal illnesses
- Chronic illnesses

2.2 Students who are unable to attend mainstream education for health reasons may attend any of the following:

- **Hospital school** - a special school within a hospital setting where education is provided to give continuity whilst the student is receiving treatment
- **Home tuition** - many LAs have home tuition services that act as a communication channel between schools and students on occasions where students are too ill to attend school and are receiving specialist medical treatment
- **Medical PRUs** - these are LA establishments that provide education for students unable to attend their registered school due to their medical needs.

2.3 Managing Absences

Parents are advised to contact the school on the first day their child is unable to attend due to illness.

Absences due to illness will be authorised unless the school has genuine cause for concern about the authenticity of the illness.

The school will provide initial support to students who are absent from school because of illness for a period of less than 15 school days. This will involve liaising with the student's parents to arrange schoolwork as soon as the student 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 student, 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 Inclusion Manager will make a request to the NYCC Inclusion Service using the MES (Medical Education Service) request form. Where the criteria for MES support are met, the school will be asked to arrange a multi-disciplinary meeting known as a Pupil Reintegration Education Plan (PREP) which will:

- agree what the short term MES provision will look like
- review the arrangements made in school and identify any other necessary arrangements
- identify outcomes for the student
- discuss how the school will meet the needs of the student in the long term.

This PREP will be reviewed at least once every six weeks subject to the level of MES involvement. This will be a working document created in collaboration between the school, parents/carers, the student and the MES. It will detail the different types of provision put in place by the MES and school based on the information provided from healthcare professionals about what the student is able to access. The provision will be tailored to the student's needs and may include:

- Part-time timetable
- Use of the school's online learning platform (RGS Cloud and SharePoint)
- Work set by the student's school teachers, completed and submitted by the student with feedback provided either face-to-face or online on an agreed day each week
- Group tuition
- 1:1 tuition
- Use of the AV1 robot

Where possible tuition will take place face-to-face on the school site, but where this is not possible it will take place in a public space such as a Children's Centre or Public Library. Where the student's health needs require it, tuition might take place in the family home or online via Microsoft Teams. Where tuition is delivered in the family home or online a home tuition agreement will need to be signed by the parent/carer.

The school will monitor student attendance and mark registers to ensure it is clear whether a student is, or should be, receiving education otherwise than at school.

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

- The student has been certified by a Medical Officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age
- Neither the student nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age

A student unable to attend school because of their health/medical needs will not be removed from the school roll without parental consent and certification from the Medical Officer, even if the LA has become responsible for the student's education.

2.4 Support for Students

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

The LA will expect the school to support students with health/medical needs to attend full-time education, wherever possible, or for the school to make reasonable adjustments to students' programmes of study where medical evidence supports the need for those adjustments.

Students 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 student's education to establish and maintain regular communication and effective outcomes.

Whilst a student is away from school, the school will work with the LA to ensure the student can successfully remain in touch with their school using the following methods:

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

Some of these forms of communication will be received by students via their parents.

Where appropriate, the school will provide the student's education provider with relevant information, curriculum materials and resources.

To help ensure a student with additional health/medical needs is able to attend school following an extended period of absence, the following adaptations will be considered as part of any reasonable adjustments:

- A personalised or part-time timetable, drafted in consultation with the named staff member
- Access to additional support in school
- Online access to the curriculum from home (possibly using the AV1 robot).
- Movement of lessons to more accessible rooms
- Designated places to rest at school
- Special exam arrangements to manage anxiety or fatigue

2.5 Reintegration

When a student is considered well enough to return to school, the school will take the lead in developing a tailored reintegration plan. This will be done 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.

The school will provide an individual Pastoral Support Plan where appropriate to support reintegration.

As far as possible, the student will be able to access the curriculum and materials that they would have used in school.

If appropriate, the school health worker will be involved in the development of the student'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 student.

The school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the student.

For longer absences, the Pastoral Support Plan will be developed near to the student's likely date of return, to avoid putting unnecessary pressure on an ill student or their parents in the early stages of their absence.

The school is aware that some students will need a phased or gradual reintegration over a longer period of time and will always consult with the student, their parents and key staff about concerns, health/medical issues, timing and the preferred pace of return.

The reintegration plan will include:

- The date for planned reintegration, once known
- Details of planned meetings to discuss reintegration
- Details of the named member of staff who has responsibility for the student in school
- Clearly stated responsibilities and rights of all those involved
- Details of social contacts, including the involvement of peers and mentors during the transition period

The school will promote a welcoming environment and encourage students and staff to be positive and proactive during the reintegration period.

Following reintegration, the school will support the LA in seeking feedback from the student regarding the effectiveness of the process.

2.6 Sharing Information

It is essential that all information about students with health/medical needs is current, accurate and kept up-to-date.

All teachers, supply and support staff will be provided with timely access to relevant information, including high-risk health/medical needs, first aiders and emergency procedures, via the agreed school procedures such as CPOMS and the weekly Pastoral Update.

Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the school will:

- Ensure this policy and other relevant policies are easily available and accessible
- Ask parents to sign a consent form, which clearly details the organisations and individuals that their student's health/medical information will be shared with and how
- Consider how friendship groups and peers may be able to assist students with health/medical needs

When a student is discharged from hospital or is returning from other education provision, the school will ensure the appropriate information is acted upon to allow for a smooth return to the school. The named member of staff will liaise with the hospital or other education service as appropriate.

2.7 Record Keeping

Written records will be kept of all medicines administered to students. Proper record keeping protects both staff and students and provides evidence that agreed procedures have been followed.

2.8 Staff training

Once a student's return date has been confirmed, staff will be provided with relevant training before the student'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 students with additional health/medical needs.

Parents of students with additional health/medical needs may provide specific advice but will not be the sole trainer of staff.

2.9 Examinations and Assessments

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.

Awarding bodies may make special arrangements for students 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 LA if more appropriate, as early as possible.

3. Responsibilities

3.1 The responsibilities of the Local Authority

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. Ripon Grammar School has a duty to support the LA in doing so.

3.2 The LA should:

- Provide such education as soon as it is clear that a child 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 child.
- Ensure the education children 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 children in arranging provision including having a named officer responsible for the education of children with additional health needs and ensure parents know who this is. (The named staff contact for Ripon Grammar School within the LA is the MES Coordinator for the Harrogate, Ripon, Knaresborough and Craven area, Amy Wilson.)
- 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.
- Provide clear policies and guidance on the provision of education for children and young people under and over compulsory school age.

3.3 The LA should not:

- Have processes or policies in place which prevent a child from getting the right type of provision and a good education.
- Withhold or reduce the provision, or type of provision, for a child because of how much it will cost.

- Have policies based upon the percentage of time a child is able to attend school rather than whether the child is receiving a suitable education during that attendance.
- Have lists of health conditions, which dictate whether or not they will arrange education for children or inflexible policies which result in children going without suitable full-time education (or as much education as their health condition allows them to participate in).

3.4 Education Other Than At School (EOTAS)

In North Yorkshire, the County Council's Education Other Than at School (EOTAS) Service is responsible for arranging educational programmes for pupils who are unable to access their education in school because of their health condition. Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, the service will provide part-time education on a basis they consider to be in the child's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science.

N.B. The law does not define full-time education but if children receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer than in a school classroom situation as the provision is more concentrated.

The EOTAS Service provides teaching, either in a small group or on a one-to-one basis, for students with long-term illness including mental illness, which impacts upon their ability to attend school. It is also a commissioner of other alternative provision which may be used to make up a full-time programme in individual cases.

Schools have a vital part to play in ensuring that students who are absent from school because of their health needs have the educational support they require to maintain their education.

Good communication and cooperation between the school, the family and the EOTAS Service is vital if good quality education is to be provided. The timely and full completion of an Individual Health and Care Plan for each student, once the referral is approved, is particularly crucial as the alternative programme cannot get underway without this.

3.5 Ripon Grammar School is responsible for:

- Ensuring arrangements for students who cannot attend school as a result of their health/medical needs are in place and are effectively implemented.
- Ensuring the termly review of the arrangements made for students who cannot attend school due to their health/medical needs.
- Ensuring the roles and responsibilities of those involved in the arrangements to support the needs of students are clear and understood by all.
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents, for both on- and off-site activities.
- Ensuring staff with responsibility for supporting students with health/medical needs are appropriately trained.
- Approving and reviewing this policy on an annual basis.

3.6 The Assistant Headteacher with oversight is responsible for:

- Working with the Governing Board to ensure compliance with the relevant statutory duties when supporting students with identified health/medical needs.
- Working collaboratively with parents and other professionals to develop arrangements to meet the best interests of students.
- Ensuring the arrangements put in place to meet students' health/medical needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff who is directly responsible for students with health/medical needs and liaises with parents, students, the LA, key workers and others involved in the student's care.
- Ensuring the support put in place focusses on and meets the needs of individual students.
- Arranging appropriate training for staff with responsibility for supporting students with health/medical needs.

- Providing teachers who support students with health/medical needs with accurate information relating to a student's health/medical condition and the possible effect the condition and/or medication taken has on the student.
- Providing reports to the Governing Board on the effectiveness of the arrangements in place to meet the health/medical needs of students.
- Notifying the LA when a student is likely to be away from the school for a significant period of time due to their health/medical needs.

3.7 The Inclusion Manager is responsible for:

- Dealing with students who are unable to attend school because of health/medical needs.
- Actively monitoring student progress and reintegration into school.
- Supplying students' education providers with information about the student's capabilities, prior attainment, current progress and outcomes.
- Providing appropriate resources for students to engage in the offer of education (for example laptops, tablets, access to online platforms).
- Liaising with the Assistant Headteacher, education providers, the MES and parents to determine students' programmes of study whilst they are absent from school.
- Keeping students informed about school events and encouraging communication with their peers
- Providing a link between students and their parents, and the LA.

3.8 Teachers and professional support staff are responsible for:

- Understanding confidentiality in respect of students' health/medical needs.
- Designing lessons and activities in a way that allows those with health/medical needs to participate fully and ensuring students are not excluded from activities that they wish to take part in without a clear evidence-based reason.
- Liaising with MES tutors in order to support students absent from school and receiving MES support, including sharing schemes of work and other relevant resources.
- Understanding their role in supporting students with health/medical needs and ensuring they attend any required training.
- Ensuring they are aware of the needs of their students through the appropriate and lawful sharing of the individual student's health/medical 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, through the named person, of how their child's health/medical needs are affecting them whilst in the school.

3.9 Parents are expected to:

- Ensure the regular and punctual attendance of their child at the school, wherever possible.
- Work in partnership with the school, education providers and LA 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 health/medical needs.
- Attend meetings to discuss how support for their child should be planned.

4 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.
- Supporting pupils with medical needs policy.

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