Children with Health Needs Who Cannot Attend School Policy

Hart Primary School

'To give all the opportunity to be the best that they can be and have fullness of life.'

Prepared by: Headteacher

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Date of Renewal: Autumn 2027

Chair of Governors: Mr C Reid

The quality of relationships between all members of school staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring.

In the Church schools in our Trust, we follow the teachings of

Matthew 22:39 ‘Love your neighbour as yourself’
John 15:17 ‘This is my commandment: love each other’.

In the non-Church schools in our Trust, we follow the spiritual ethos of treating others as we would ask to be treated and to care for others with kindness.

In our schools we believe every pupil is an individual who is valued for who they are. We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks, including in our Church schools in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that both Christian and spiritual love will pervade all aspects of life at Northern Lights Learning Trust. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

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 Hart Primary 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.

It is also based on guidance provided by our local authority, including Hartlepool Virtual School.

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

Responsibilities of the school

If the school makes arrangements

Initially, Hart Primary School will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school.

The Headteacher will be responsible for making and monitoring these arrangements. The SENDCo will also contribute to plans and the monitoring of these.

In the first instance, a child with health needs who cannot attend school will have access to remote learning where this is appropriate. Our remote learning offer can be found in Appendix 1.

The Headteacher will then liaise with the Virtual School/ Hospital School where appropriate to identify the best solution going forward to meet the child's individual needs and circumstances. Parents will be part of this decision making and, where possible, the Headteacher will be responsible for ensuring that the voice of the child is taken into consideration.

Wherever possible, pupils will be re-integrated back into school. The nature and timing of this will depend on the individual child's needs and circumstances. Plans for this will be created with SENDCo, parents and will include the voice of the child. Support from other agencies can also be obtained. These may include, but are not limited to, Virtual School/Hospital School, School Nursing Team, Medical specialists, GPs, OT.

If the local authority makes arrangements

If Hart Primary School can't make suitable arrangements, Hartlepool Local Authority will become responsible for arranging suitable education for these pupils. More details on these arrangements and procedures are available upon request from Hartlepool Virtual School.

In cases where the local authority makes arrangements, Hart Primary 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

Review

This policy will be reviewed annually.

Appendix 1

Our Remote Learning Offer

If your child is unable to attend school due to a medical need, we recognise that they need…	So we…
To have access to technology and applications that support their learning and to know how to remain safe while using them	• Provide children with access to a range of apps to support their learning including TT Rockstars and Numbots. • Teach our pupils how to use Microsoft Teams safely and effectively. • Teach e-safety as an integral part of our curriculum. • Provide support guides and protocols -for parents and check-in with our families to make sure they can access everything they need to support their child. • Ensure all children have access to a suitable device so they can participate. • Provide bespoke support to make sure all children can access learning from home. • Recognise that all families work differently and provide a mix of live and recorded lessons so learning can be accessed at a time that suits and ensure that we timetable sessions so that sibling sessions do not clash.
To have access to a high-quality curriculum that meets their needs	• Provide a blend of live teaching and recorded lessons to match the in-class curriculum. • Ensure lessons are well-matched to pupils' current levels of understanding. • Ensure pupils are offered a broad and balanced curriculum, covering both core and foundation subjects.
To have misconceptions identified and addressed	• Provide one-to-one/ small group learning check-ins to address misconceptions and work on individual targets identified as part of our catch-up programme. • Make use of a range of assessment for learning strategies including online quizzes to identify gaps in understanding and plan to address them.
To have opportunities to recall and apply their learning	• Ensure children have opportunities to review and re-visit their learning through one-to one/ small group check ins and live teaching. • Use online quizzes and assignments to provide pupils with the opportunity to recall and apply their learning.
To be supported in their wellbeing and feel less isolated	• Lead a daily form time to check-in with pupils and offer support where necessary. Provide opportunities for prayer and reflection • Follow up on pupils missing from sessions to provide support where needed. • Provide opportunities for pupils to share in their learning with others through grouped live lessons and after school PE sessions. • Provide opportunities for pupils to socialise with their peers during Friendly Friday sessions
To be encouraged to remain physically active and healthy	• Provide ideas to keep pupils active in the form of video lessons from our PE Coach and appropriate weblinks. • Ensure timetables provide opportunity for rest and time away from screens (including the use of recorded sessions so families can access learning at a time that suits them)