



EMMAUS

CATHOLIC MAC

Supporting Children With Health Needs Who Cannot Attend School Policy

Version	1.0
Date created/updated	7 th September 2023
Ratified by	Full Board
Date ratified	17 th September 2023
Date issued	September 2023
Policy review date	September 2025
Post holder responsible	Catholic Senior Executive Leader (CSEL)



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Supporting Children With Health Needs Who Cannot Attend School Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 17th September 2023 and will be reviewed in September 2025.

Signed by Director of Emmaus Catholic MAC: *J Griffin*

Signed by CSEL for Central Team: *S Horan*

Schools to which this policy relates:

Signed by Principal for – Hagley Catholic High School

Signed by Principal for – Our Lady of Fatima Catholic Primary School:

Signed by Principal for – Our Lady & St Hubert's Catholic Primary School:

Signed by Principal for – St Ambrose Catholic Primary School:

Signed by Principal for – St Francis Xavier Catholic Primary School:

Signed by Principal for – St Gregory's Catholic Primary School:

Signed by Principal for – St Joseph's Catholic Primary School

Signed by Principal for – St Mary's Catholic Primary School:

Signed by Principal for – St Philip's Catholic Primary School:

Signed by Principal for – St Wulstan's Catholic Primary School:

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DEFINITIONS

The Company's standard set of definitions is contained at [Definition of Terms](#) – please refer to this for the latest definitions.



1. Aims

1.1 This policy aims to ensure that:

- Suitable education is arranged for pupils on roll who cannot attend school due to health needs.
- We understand 'health needs' to include mental and physical health.
- 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

2.1 This policy reflects the requirements of the [Education Act 1996](#).

2.2 Disability Discrimination Act (in specific circumstances)

2.3 Supporting pupils at school with medical conditions (2015)

2.4 It is also based on guidance provided by the local authority. As schools within Emmaus Catholic MAC are located within four different local authorities, each school will refer to the guidance provided by their local authority.

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

3. Responsibilities of the school

3.1 Please see the table below which outlines the responsibilities of Hagley Catholic High School and the Local Authority

Responsibilities of Schools and the Local Authority (Worcestershire)

Staff leading on in school support may include but not limited to: the Pastoral Team; Attendance Officer; Attendance Lead; Safeguarding and Inclusion Officer; Senior Leadership Team; Medical team.

Responsibility	School	Local Authority (WCC)
Identification of Need	Use referral platforms in school.	
Supporting Plan – Individual Health Care Plan (IHCP) or for students with SEND, a Pupil Passport.	Create and maintain Individual Healthcare Plans (IHPs), SEN Support Plans or EHCPs.	Only pertaining to EHCP students.
Educational Provision (before LA involvement)	Implement in-school strategies and reasonable adjustments (see below)	N/A
Notification of Absence	Where absence has reached 15+ (consecutive or not)	CCAS referral/assessment for education provision.

Responsibility	School	Local Authority (WCC)
		Provide support and guidance from named officer. Referrals and recommendations for alternative suitable provision.
Mental Health & EBSN Support	Use EBSN guidance to address emotionally based school non-attendance	Provide tools, training, and advice to schools and professionals
Educational Provision (after 15+ days absence)	Continue involvement and communication with LA and family	Provide suitable education (e.g. through Medical Education Team)
Collaboration with Medical Professionals	Liaise with health providers and parents to inform IHPs and reintegration	Coordinate with NHS, MET, and educational psychologists for ongoing support
Reintegration Support (where appropriate)	Reintegration Support Plan (see Appendix 1)	Assist planning where needed (e.g. via MET or CCAS panel)
Monitoring and Review	Regularly review progress, IHPs and reintegration plans including when the student is at alternative provision.	Oversee provision, evaluate outcomes, and make changes as necessary
Safeguarding & CME	<ol style="list-style-type: none"> 1. Monitor safeguarding risks 2. Report children missing education 3. Ensure students are seen weekly if they are educated at home (remote tuition) 	Track and safeguard all children not on roll or missing education

3.2 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. This can include but is not limited to:

- Reduced timetable
- Adapted start and end times to the day
- Remote education through an AV1 robot (specific conditions apply)
- Adapted curriculum, where a physical illness or injury prevents the child from accessing lessons on upper floors.
- Short term alternative provision placement (i.e. the Medical Education Team)
- Remote tuition where a student has an EHCP and this is agreed with the Local Authority.

- Facilitation of any aids or adaptations the student may need to facilitate accessibility in and around the school.
- Early Help referrals where appropriate
- Work sent home (specific conditions apply)
- Appropriate referrals and signposting to external agencies will be made for students who are suffering from poor mental health.
- Where poor mental health is the reason for absence, the school's Early Help offer may apply.
- Regular Teams meetings/appropriate contact with school to ensure we are meeting our Safeguarding Duty of Care.
- Where appropriate, a referral to the School Nurse.
- In instances of long-term or repeated absences for the same reason, seeking medical evidence may be appropriate to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods.
- Where there is potential Emotional Based School Avoidance, the school will follow the Local Authority guidance [65704 ESNB Guidance 2023](#)

School will work closely with parents to monitor and review ongoing arrangements. Frequency of contact will be dictated by the specific needs and adaptations in place. The Head of Year, SENDCo, or Assistant SENDCo may take the lead, depending upon the details of the arrangement.

We recognise that student illness can be a challenging time for families. We will make our best endeavours to be responsive in a timely and proportionate manner.

We will always seek to reintegrate students back into school where this is appropriate. See Appendix 1 for a Reintegration Plan Template.

3.3 If the local authority makes arrangements

If the school is unable to make suitable arrangements, Worcestershire Country Council will become responsible for arranging suitable education for these pupils. Where there has been non-attendance for 15 days (including non-consecutive) HCHS will refer to the Local Authority CCAS Panel.

3.4 Children Who Cannot Attend School (CCAS) Panel.

Established in September 2023, the CCAS Panel streamlines support for students unable to attend school due to health issues. Key aspects include

- Reviewing cases that may meet Section 19 criteria to determine suitable educational arrangements.
- Section 19 of the Education Act states the local authority is responsible for arranging suitable and (normally) full-time education for children of compulsory school age who,

because of exclusion, illness or other reasons, would not receive suitable education without such provision

- This means that where a child cannot attend school because of a physical or mental health need, and cannot access suitable full-time education, the local authority is responsible for arranging suitable alternative provision
- The Local Authority has two named officers who sit within the Education Psychology Service. Their caseloads are coordinated by the CCAS Panel (CCAS Education Engagement Officers)
- Their role is to ensure children and young people are engaged in education through working in partnership with our colleagues (including EPS, the Education Engagement Teams, Worcestershire Virtual School and Social Care), schools/settings, outside agencies and families
- Support children and young people and their families to navigate and engage with professionals in Education, Health and Social Care in assessing and meeting the child's needs contribute to effective policies, systems and protocols to improve children and young people's access to, and engagement with, EET

In cases where the local authority makes arrangements, the school and MAC 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.

4. Monitoring arrangements

- 4.1 This policy will be reviewed by the Catholic Senior Executive Leader and, at every review, it will be approved by the Board of Directors.

5. Links to other policies

- 5.1 This policy links to the following policies:
- Accessibility Plan
 - Supporting Pupils with Medical Conditions
 - School Attendance Policy

6. Appendix 1: Student Reintegration Plan Template

Student Reintegration Plan

Full Name:	
Date of Birth:	
Year Group:	
Tutor/Form:	
Medical Condition (as appropriate):	
GP/Consultant Involved:	

Date of Return:

Length of Absence:

1. Overview of Medical Needs and Absence Context

(Brief summary of the medical condition, reasons for absence, any risk factors upon return)

2. Key Staff Involved

Role	Name	Contact
Head of Year		
SENCo/Medical Lead		
Form Tutor		
Nominated Trusted Adult		
Other Professional		

3. Risk Assessment Summary

☐ Yes ☐ No

4. Phased Reintegration Plan (if required)

Week	Days/Hours in School	Subjects/Activities Attended	Support/Adjustments	Review Date
Week 1				
Week 2				
Week 3				
Week 4				

5. Support and Adjustments on Return

Support Area	Details
Curriculum Catch-up	
Access Arrangements	
Pastoral Support	
Emotional Wellbeing	
Physical Accommodations	
Medication/Medical Needs	

6. Monitoring and Review

Review Date	Who Will Attend	Focus of Review	Actions Agreed
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7. Parent/Carer Involvement

Parent/Carer Name	Date of Meeting	Key Points Raised	Agreed Actions
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8. Sign-Off

Name	Role	Signature	Date
Student			
Parent/Carer			
School Representative			