



September 2024 – September 2025

Children With Health Needs Who Cannot Attend School Policy



WATERTON
ACADEMY TRUST

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1. Our School

1.1 Our Vision

Grow. Achieve. Shine – These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

1.2 Our Values



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

1.3 Our Golden Rule

Our Golden Rule

We keep ourselves, and each other, safe.



1.4 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
2. Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
3. Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
4. Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

1.5 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

1.6 Our Academy Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.



2. Policy Summary

2.1 Policy Introduction & Rationale

At Churchfield Primary School we are committed to ensuring that every child has access to a high-quality, broad and balanced curriculum. We understand that in some cases, children may have health needs that mean they cannot attend school. This may be a pupil who is enrolled at Churchfield, or a child who wishes to be enrolled at Churchfield.

2.2 Policy Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on how suitable education is arranged for pupils on roll who cannot attend school due to health needs
- Provide information for all stakeholders on what school is responsible for when this education is being provided by the local authority

2.3 Inclusivity Statement

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

3. Legalities & Linked Documents

3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Safeguarding Policy
- Equal Opportunities & Diversity Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan

3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- Working together to Safeguard Children
- Keeping Children Safe in Education
- .GOV Guidance on Children Who Cannot Attend Due to Health Needs
- BMBC Guidance on Children Who Cannot Attend Due to Health Needs
- Education Act



4. Roles & Responsibilities

It is the responsibility of both the school & Local Authority to ensure:

- Every child should have the best possible start in life through a high quality education, which allows them to achieve their full potential
- A child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum
- As far as possible, children with health needs and who are unable to attend school should receive the same range and quality of education as they would have experienced at their home school
- Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs
- The nature of the provision must be responsive to the demands of what may be a changing health status

5. LA Information

All local authority information on supporting pupils with health needs who cannot attend school can be found here:

[BMBC Guidance on Children Who Cannot Attend Due to Health Needs](#)

6. If School Makes the Arrangements

Initially, we will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. Within the school, it will be the responsibility of the SEND & Wellbeing Team who will make necessary arrangements and monitor these arrangements on a regular basis in line with the needs and requirements of the child.

The arrangements agreed will be considered on an individual basis to ensure that the child receives the best possible education within the circumstances. This may include:

- Sending work home
- Hospital schools
- Virtual learning platforms
- Any other means at the discretion of the headteacher

The arrangements will be reviewed alongside the parents and all other professionals who would contribute to making a positive impact on the outcomes for the child. The intentions of reintegrate pupils back into school will be often re-evaluated and strategies will be implemented to enable this where possible.

7. If The LA Makes Arrangements

If school cannot make suitable arrangements, the local authority (Barnsley) will become responsible for arranging suitable education for these children. LAs should ensure that it is arranged as quickly as possible and that it appropriately meets the needs of the child.

In order to better understand the needs of the child, and therefore choose the most appropriate provision, LAs should work closely with medical professionals and the child's family, and consider the medical evidence. LAs should make every effort to minimise the disruption to a child's education. LAs should, however, arrange provision as soon as it is clear that an absence will last more than 15 days and it should do so at the latest by the sixth day of the



absence, aiming to do so by the first day of absence. Where an absence is planned, for example for a stay or recurrent stays in hospital, LAs should make arrangements in advance to allow provision to begin from day one.

In cases where the local authority makes arrangements, we 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)
- Create individually tailored reintegration plans for each child returning to school
- Consider whether any reasonable adjustments need to be made

