

Maiden Erlegh Trust
**CHILDREN WITH HEALTH
NEEDS WHO CANNOT ATTEND
SCHOOL POLICY**



**MAIDEN ERLEGH
TRUST**

Including local arrangements in annexes for:

OAK TREE SCHOOL

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Aims

This policy aims to ensure that:

- Suitable education is arranged for pupils/students on roll who cannot attend school due to health needs
- Pupils/students, 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](#).

It also based on guidance provided by the local authority. This policy complies with our funding agreement and articles of association.

The responsibilities of the school

When a child is unwell and absent over a short period (less than a week), the School will assume that they are not well enough to complete work. In this event, teachers will not normally provide work for children to complete but will support them to catch up on their return.

When a child is absent over a longer period due to an illness which is supported by a medical note the School will work with child and their family to arrange work for them as appropriate.

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 will be done either by sending work home for completion or by setting work to be completed electronically.

As part of any provision and/or as part of a reintegration plan it may be that the pupil/student will need a modified or part-time timetable. This would be negotiated with all relevant parties and agreed in writing. See Annex 2.

If the local authority makes arrangements:

If the school can't make suitable arrangements, the local authority will become responsible for arranging suitable education for these children.

In cases where the local authority makes arrangements, the school and Trust will:

- Work constructively with the local authority, providers, relevant agencies and parents as well as the pupil/student themselves in order to ensure the best outcomes.
- Share information with the local authority and relevant health services as required.
- Help make sure that the provision offered to the pupil/student is as effective as possible and that the child can be reintegrated back into school successfully. This includes appropriate support for their emotional wellbeing.
- 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/student to access the same curriculum and materials that they would have used in school as far as possible

- Enable the pupil/student 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 which are likely to involve a modified or part-time timetable.
- Consider whether any reasonable adjustments need to be made

See Annex 1 for school specific details.

This policy is to be read in conjunction with:

- **Accessibility Plan**
- **Attendance Policy**
- **Supporting Pupils with Medical Conditions Policy**

ANNEX 1 – SCHOOL AND LOCAL AUTHORITY CONTACTS

At Oak Tree School the person responsible for ensuring that suitable education is arranged for pupils/students on roll who cannot attend school due to health needs is:

Cassia Minette

Assistant Headteacher/SENDCO

The local authority for this school is Wokingham Borough Council.

Wokingham Borough Council model policy for children for Support in School for Children with Medical Conditions can be found here:

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/education-and-special-educational-needs/support-in-school-for-children-with-medical-conditions/>

Government guidelines, relating to this can found here:

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

ANNEX 2 – MODIFIED TIMETABLE MTT AGREEMENT

MODIFIED TIMETABLE AGREEMENT

To be completed for any child who is not attending all lessons on their original timetable.

Name		Attendance %	
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SEN	Medical needs	LAC	PP
		Y/N	Y/N

Context of Modified Timetable

Please briefly outline the circumstances behind the need for a modified timetable.

Modified Timetable Key Information

	Timings and details	
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
MTT start date	MTT review date(s)	MTT end date

Alternative Provider Information (where relevant)

Name of Provider	
Description	
Does the school have an AP Agreement with the provider?	
How will the child get to the Alternative provision?	

Additional information about the provision and objectives of the MTT

Consent

I understand that my child will follow a Modified Timetable for a limited period of time.
I have discussed the matter fully with the school and agree, during the period of the modified timetable to:

- take full responsibility for my child when not attending school/alternative provision
- ensure there is supervision of school work during school hours*
- ensure there is a flow of work between school and home for marking and guidance*

**Delete if not appropriate*

	Name	Signature	Date
Child			
Parent/carer			
School			





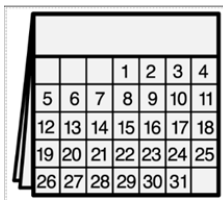

MTT Review Meeting(s)

Review date	
Present at meeting	
What has gone well?	
Cause for concern?	
Next steps	
Action(s) to be taken	By whom?

	Name	Signature	Date
Child			
Parent/carer			
School			

ANNEX 3 - TRANSITIONAL PLAN

Some children may struggle to access education at Oak Tree due to transitional anxiety. Considering this, the school will make develop a transitional plan. This will involve the multidisciplinary team personalised to each child, setting targets to ensure there is a successful graded transition into the school.

<u>Oak Tree School Team Intervention Plan</u>				
Name:			Date:	
DoB:			Age:	
Medication:			Diagnoses:	
Aims of the intervention: <i>To use a graded approach to transition to school as per EHCP guidelines.</i>				
Needs	Goal	Intervention and frequency	Responsible Adults	Start/end date
				
<p>How will we see there has been some impact and progress? What will tell us things are changing?</p>			<p>How can progress and impact be linked to AR goals and PLIMS?</p>	
<p>How to help keep things going:</p>			<p>How will we know if things have become difficult? What can help?</p> <div style="text-align: center;"></div>	
Review date:				
Pupil/parent Signatures:				
Clinician/staff Signatures:				