



## **Witton Middle School**

### **Policy for supporting children unable to be in school due to medical conditions**

**All children should have access to education, despite their medical condition, which allows them to keep up, rather than have to catch up. It is the role of Witton Middle School to ensure an appropriate level of support that is both suitable and flexible, to facilitate this for all pupils falling into this category. The provision must be responsive to the demands of what can be a changing medical status.**

This policy applies equally to all those pupils who are unable to attend school because of medical needs. This is in line with DfE guidance produced in January 2013 and includes those who are physically ill or injured and those with mental health problems. Pupils with mental illness, depression and/or school phobia which prevent them attending school may need additional support from specialist mental health services.

The Attendance Lead has responsibility for initiating support for children who are unable to attend school because of specific medical needs.

Other key personnel:            Disability and Special Educational Needs Co-ordinator (SENDCo)  
   Pastoral Mentors: Year Team Leaders  
   Learning Mentors: All class teachers across Key Stages 2 and 3

#### **The Role of the Designated Person with Specific Responsibility for Supporting Pupils with Medical Needs:**

To be informed by the class teacher, Year Team Leader or school administration staff of known long-term absence and/or any unauthorised absences including extended holidays.

To notify the LA if a pupil is, or is likely to be, away from school due to medical needs for more than 15 working days.

To analyse the medical absence of the pupil with the Headteacher to monitor his/her needs and communicate this to the LA if necessary.

To be the named contact for the school, supported by the relevant teaching staff to aid communication with external agencies, to attend review meetings and to facilitate communication between relevant bodies, eg school, parents/carers, tutoring services.

To initiate, with the relevant teaching staff, the provision of work should the pupil be at home, or to supply the appropriate education provider with information about the pupil's capabilities and attainment. The latter should be done within five working days and programmes of work provided on a half termly basis.

To be involved in the re-integration of the pupil into school supported by relevant teaching staff and learning mentor in order to liaise with other agencies as necessary.

#### **Strategies for Supporting the Pupil with Long Term Absence**

If absences are expected to last for 15 working days or less, the named contact person, class teacher and parents/carers will liaise to allow work and resources to be identified and sent home.

Should the absence be more prolonged, the class teacher, key subject staff and the named contact person with responsibility for pupils with medical needs should meet to draw up a personal education plan with home teaching services or hospital tutor in order to enable the

pupil to keep up, rather than catch up. For this to take place, written evidence will be required from health professionals.

It is necessary for the class teacher to act as a 'learning mentor' to ensure continuity/quality of provision for long term absent pupils.

Year Team Leaders should ensure that a pupil working towards public tests or examinations should be given special consideration. Applications for special arrangements may need to be submitted by the school (with supporting evidence) as early as possible to allow for the relevant consideration to be made. Guidance may be sought from the Joint Council for General Qualifications to assist this process if necessary.

If a pupil is taking tests or examinations in hospital, relevant school staff via the named contact person should liaise with the hospital teachers to plan work to allow them to keep up with their peers at school.

If it is deemed by the school that the needs of the pupil, particularly for pupils with a progressive or degenerative medical condition, raises particular issues of curriculum accessibility and appropriateness of provision, the SENDCo will convene a multi-disciplinary meeting. This will include the school's designated health professionals, hospital, school and parents/carers to consider the need for assessment under the SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs as outlined in Part IV of the Disability Discrimination Act 1995.

### **Strategies for Re-integration of the Pupil into School Life**

Successful re-integration can only be achieved if we at Witton aim to remove any emotional hurdles that return to school may present. All staff must be sensitive to the likely fears, both physical and mental, that will precede return and 'colour' the first few days. The support of peers is also a vital element in successful integration and part of the role of the school is to ensure this as far as possible.

The school needs to be pro-active in working with all agencies to support smooth transition and ensure that the pupil's educational needs are met.

Prior to return, a suitable combination of the named contact person, Year Team Leader, class teacher, SENDCo, parents/carers and pupil will meet (if possible) to discuss concerns, medical issues, timing and pace of return.

If the tutoring services have been involved with the pupil it will be necessary, in advance of the pupil returning, to forward a portfolio of work to the school to support the pupil's re-integration.

Should it be deemed necessary the SENDCo will complete diagnostic testing, supported by subject co-ordinators, to assess any gaps in the pupil's ability to learn.

We aim to provide flexible arrangements to help re-integrate the pupil into school after a long period of absence. These may be some or all of the following arrangements according to need:

- Teaching Assistant to support in designated subjects.
- Class Teacher to act as a learning mentor.
- Designated room for the pupil to work on a one to one basis or in a small group for support.
- Staggered return over an agreed period of time with full consultation of all parties involved with the pupil.
- The school office staff will hold any necessary medication and oversee its use with the

- pupil.
- Use of alternative technological resources to facilitate access to the curriculum, eg laptop. These may need to be supplied by the Learning Support/Physical Disability Support Teams so notice will need to be given prior to return to enable school to liaise with the relevant team.
- The Headteacher may need to consider the special circumstances of the case and perhaps for a short time exempt the pupil from the dictates of National Curriculum Disapplication. This to be done in consultation with the pupil's parents/carers.

### **Partnership with Parents/Carers and Pupils**

It is our aim to work collaboratively with parents/carers at all times but it is of paramount importance in the case of prolonged absence through medical needs. Appropriate information needs to go to parents/carers so that they can inform the relevant agencies of their child's needs which may affect their educational progress. To achieve this we will endeavour to:

- Hold liaison meetings between relevant teaching staff within Witton, outside agencies, parents/carers and pupil, where practicable, to ensure that detailed information about the learning programmes being used, and feedback about the child's attainment as the tuition progresses, can be gleaned.
- Continue positive communication with the parents/carers once the pupil has returned to school to reassure the pupil and parents/carers so that they can make appropriate and informed decisions about the education process, particularly if there is involvement of the SENDCo for the first time.
- Give high profile to the views of the pupil at liaison meetings. Actively encouraging involvement in the decision making process.

Related Legislation: Section 19 of the Education Act 1996  
Equality Act 2010

### **Appendix 1: Weekly Monitoring Sheet**

Prepared by:	Headteacher	Responsibility of:	Headteacher
Agreement date:	Spring Term 2017	Review Date:	Spring Term 2019
<p>This Policy was prepared giving due regard to the disabilities and/or special education needs, age, race, religion or belief, sex/sexual orientation, gender/gender reassignment, marriage and civil partnership, pregnancy and maternity of the children and staff at Witton Middle School and its community.</p> <p>This policy appears on the school website.</p>			

**MEDICAL NEEDS (Children) POLICY  
Weekly Monitoring Record**

Name of Child:  Class:

Contact Teacher / Learning Mentor:

Week Commencing:  Absence Week:

How work is to be provided and returned:

	Work Provided (brief detail)	Teacher (initials)	Expected Completion Date	Returned on	Comments (if necessary)
M on .					
Tu es.					
W ed .					
Th urs .					
Fri.					

Weekly contact with parent/carer

Date:	Details:

A copy of this form is to be retained in the pupils' record file.