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	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	July 2026	Exec Team	New Policy

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1. AIMS

This policy aims to ensure that:

- Suitable education is arranged for pupils on roll who cannot attend their Academy due to health needs.
- Pupils, staff and parents/carers understand what our Academy is responsible for when education is being provided by the Local Authority.

2. STATEMENT OF INTENT

Place Partnership Trust aims to support the Local Authority (LA) and ensure that all pupils who are unable to attend their Academy due to medical needs, and who would not receive suitable education without such provision, continue to have access to as full an education as their medical condition allows, to enable them to reach their full potential.

Due to the nature of their health needs, some pupils may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their Academy and the aim of the provision will be to reintegrate pupils back into their Academy as soon as they are well enough. Where this is not possible, we will work to provide an appropriate level of education remotely while alternative provision is established.

We understand that we have a continuing role in a pupil's education whilst they are not attending the Academy and will work with the LA, healthcare partners and families to ensure that all pupils with medical needs receive the right level of support to enable them to maintain links with their education.

3. ABOUT THIS POLICY

This policy outlines how Place Partnership academies can work with Local Authorities and other agencies to best support children who cannot attend school because of physical or mental health needs.

This policy is based on statutory guidance from the Department for Education. Local Authorities must have regard for that guidance when carrying out their duty to arrange suitable education for children who cannot attend school because of health needs. The guidance also covers the role that the pupil's Home Academy should play in ensuring the pupil receives a suitable education when too unwell to attend school and, where appropriate, is successfully re-integrated back into their Home Academy once they are well enough to be.

This policy also highlights the role the parents/carers and the pupil should play in agreeing suitable provision while the pupil is out of school and on how and when a pupil could be reintegrated back into mainstream schooling (where relevant).

The 'Home Academy' in this document refers to the Academy that the pupil was on the roll of when they became ill.

4. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 19 of the Education Act 1996
- Education (Pupil Registration) (England) Regulations 2006
- Equality Act 2010
- Section 100 of the Children and Families Act 2014
- Data Protection Act 2018
- DFE (2023) 'Arranging education for children who cannot attend school because of health needs.'
- DfE (2015) Supporting pupils at school with medical conditions.

This policy also relates to:

- DFE (2025) Arranging Alternative Provision: A Guide for Local Authorities and Schools
- DfE (2026) Working Together to Improve School Attendance

This policy operates in conjunction with the following Trust policies:

- Attendance Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Records Management Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions and First Aid Policy.

5. ROLES AND RESPONSIBILITIES

The Trust Board is responsible for:

- Ensuring the Academy Education Committees fulfil their responsibilities as outlined below.
- Ensuring the roles and responsibilities of those throughout the Trust involved in the arrangements to support the needs of pupils are clear and understood by all.
- Ensuring systems across the Trust for dealing with health emergencies and critical incidents are robust and fit for purpose.
- Ensuring robust systems are in place across the Trust to implement and quality assure the training of staff with responsibility for supporting pupils with health needs.

The Academy Education Committee is responsible for:

- Ensuring arrangements for pupils who cannot attend their Academy as a result of their medical needs are in place and are effectively implemented.
- Ensuring the termly review of the arrangements made for pupils who cannot attend their Academy due to their medical needs.
- Ensuring the roles and responsibilities of those within the Academy involved in the arrangements to support the needs of pupils are clear and understood by all.
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents within the Academy, for both on- and off-site activities.

- Ensuring staff with responsibility within the Academy for supporting pupils with health needs are appropriately trained.

The Principal is responsible for:

- Working with the Academy Education Committee to ensure compliance with the relevant statutory duties when supporting pupils with health needs.
- Working collaboratively with parents/carers and other professionals to develop arrangements to meet the needs of pupils, as outlined in the DfE (2026) statutory guidance 'Working Together to Improve School Attendance.'
- Ensuring the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff who is responsible for pupils with healthcare needs and liaises with parents/carers, pupils, the Local Authority, key workers and others involved in the pupil's care.
- Ensuring the support put in place focuses on and meets the needs of individual pupils.
- Arranging appropriate training for staff with responsibility for supporting pupils with health needs.
- Providing teachers who support pupils with health needs with suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil.
- Providing reports to the Academy Education Committee on the effectiveness of the arrangements in place to meet the health needs of pupils.
- Notifying the Local Authority when a pupil is likely to be away from the Academy for a significant period of time (more than 15 days in one instance or throughout an academic year) due to their health needs.

Each Academy will have a named member of staff. They are responsible for:

- Dealing with pupils who are unable to attend because of medical needs.
- Actively monitoring pupil progress and reintegration into the Academy.
- Supplying pupils' education providers with information about their capabilities, progress and outcomes.
- Liaising with the Principal, education providers and parents/carers to determine pupils' programmes of study whilst they are absent from the Academy.
- Keeping pupils informed about Academy events and encouraging communication with their peers.
- Providing a link between pupils and their parents/carers, and the Local Authority.
- Where appropriate, undertaking welfare visits to the home, in line with safeguarding procedures.

Teachers and support staff are responsible for:

- Understanding confidentiality in respect of pupils' health needs.
- Designing lessons and activities in a way that allows those with health needs to participate fully and ensuring pupils are not excluded from activities that they wish to take part in without a clear evidence-based reason.
- Understanding their role in supporting pupils with health needs and ensuring they attend the required training.
- Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.
- Ensuring they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.

- Keeping parents/carers informed of how their child's health needs are affecting them whilst in the Academy.

Parents/carers are expected to:

- Ensure the regular and punctual attendance of their child at the Academy where possible.
- Work in partnership with the Academy to ensure the best possible outcomes for their child.
- Notify the Academy of the reason for any of their child's absences without delay.
- Provide the Academy with sufficient and up-to-date information about their child's medical needs.
- Attend meetings to discuss how support for their child should be planned.
- Understand that the Academy will undertake welfare visits to the home in line with safeguarding procedures, when there is a prolonged period of absence.

6. LOCAL AUTHORITY STATUTORY DUTIES

The Local Authority's statutory duties are defined under section 19 of the Education Act 1996. The s.19(1) duty states that Local Authorities are 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 duty is referred to as 'the s.19 duty'.

- This means that, where a pupil cannot attend their Academy 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 legal duty applies to children of compulsory school age who would normally attend maintained schools, including academies.
- All pupils, regardless of circumstance or setting, should expect to receive the same high standard of education.
- Provision for pupils who are not attending their Academy due to their health needs, and the framework surrounding it, should offer good quality education equivalent to that provided in mainstream schools, as far as the pupil's health needs allow.
- Alternative provision must be suitable to the pupil's age, ability and aptitude, and any special educational needs they have.

The legal duty does not apply to children and young people under and over compulsory school age. However, Local Authorities and schools/Academies should have clear policies in place to support these children and young people to access education and should follow the principles, set out in the guidance document 'Arranging Education for children who cannot attend school because of health needs' December 2023.

In addition, All Local Authorities should have a written, publicly accessible policy statement on their arrangements for complying with the s.19 duty. The policy should link to related services in the area, for example:

- Special Educational Needs and Disability (SEND) Services.
- Child and Adolescent Mental Health Services (CAMHS).
- Education Welfare and Attendance Improvement Services.
- Educational Psychologists.
- School Nurses, where relevant.

Local Authorities should have processes or policies in place which support a child in getting the right and appropriate type of provision and a good education. Local Authorities should also have processes and policies in place on how they support children and young people under and over

compulsory school age to access appropriate education. It is good practice for Local Authorities to make this policy available and publish it online.

The Place Partnership Trust will also refer to local authority procedures including RMBC-Medical-Tuition-Guidance-March-2023.pdf (rotherhamsendlocaloffer.org.uk) and Wakefield Council Guidance on Educating Children with Medical Needs | Medical Needs Guidance | Wakefield SEND Local Offer

Where parents/carers are dissatisfied with their child's provision they can refer to the Academy's Complaints Procedure or raise concerns directly with the Local Authority where Section 19 duties apply.

7. LOCAL AUTHORITY NAMED OFFICER

Local Authorities should have a named officer who is responsible for the education of pupils with health needs and ensure parents/carers know who the named officer is. The named officer should work closely with:

- Schools/Academies
- Relevant agencies
- Medical professionals
- Parents or carers

Place Partnership Academies also have a person responsible for the education of pupils with health needs. They act as a point of contact for the Local Authority and parents/carers in Place Partnership Academies, this person will normally be the Academy SENDCo. It is good practice for Local Authorities to publish the named contact online –Place Partnership Academies will publish the name of their named person on the Academy website.

8. PUPILS WITH MEDICAL CONDITIONS WHO CAN ATTEND SCHOOL

Where possible, Place Partnership Academies should continue to provide education to pupils with health needs who can attend school.

When a pupil is already attending school, there are a range of circumstances where their health needs can and should be managed by their Home Academy so that they can continue to be educated there without the need for the intervention of the Local Authority. Home Academies usually provide support to pupils who are absent because of illness for a shorter period, for example when experiencing chicken pox or influenza. The 'Supporting Pupils with Medical Conditions and First Aid' Policy outlines the expectations for Academies in this respect.

Academies also need to be aware of their responsibilities when mental health issues are impacting on a pupil's attendance. (see DFE (2023)) Summary of responsibilities where a mental health issue is affecting attendance)

The Local Authority does not need to become involved in such arrangements unless it has reason to believe that the education being provided by the school is unsuitable.

Academies have a duty (regulation 12(1)(a) of the Education (Pupil Registration) (England) Regulations 2006 to provide to the Local Authority, at agreed intervals, the full name and address of any pupils of compulsory school age who are not attending school regularly (including due to their health needs). Local Authorities should have efficient and effective system and process to alert them to any pupils with long term absences.

9. WORKING TOGETHER

Parents and carers have an important role to play and can provide necessary information about the pupil and their needs, whether the pupil is at home or in hospital. Parents and carers should always be consulted before new provision begins.

Pupils should also be involved in decision making from the start. How a pupil is engaged should reflect their age and maturity. This will help ensure that the right provision is offered and encourage the pupil's commitment and engagement. In all cases, effective collaboration between relevant services (Local Authorities, CAMHS, NHS, the pupil's Home Academy, School Nurses, where relevant, etc) is essential to delivering effective education for pupils with additional physical or mental health needs.

Service level agreements and/or multi-agency forums may be in place to aid this process. This applies whether the pupil is in hospital or at home.

When a pupil is in hospital, liaison between hospital teaching staff, the Local Authority, alternative provision or home tuition service, and the pupil's Academy, can ensure continuity of provision and consistency of curriculum. Such collaboration can enable the pupil's Home Academy to make information available about the curriculum and work the pupil may miss, helping the pupil to keep up, rather than having to catch up.

10. FUNDING

Alternative provision for pupils with medical needs is funded from Local Authorities' high needs budgets. However, where a pupil remains on the roll of their Home Academy but requires a period of time in alternative provision due to their health needs, the Local Authority and Home Academy may consider the transfer of a portion of the Academy's funding associated with that pupil to the alternative provision. This arrangement would cease when the pupil is reintegrated back to their Home Academy or are no longer on the roll of the Home Academy.

When a pupil permanently leaves the roll of their Home Academy and is admitted to another school or alternative provision, a mandatory funding adjustment is made by the Local Authority. Details of these adjustments are set out in the 'Redetermination of budgets' sections of the 'Schools operational guide' on the web page entitled 'Pre-16 schools funding: Local Authority guidance' for the relevant financial year, a link to which can be found in the following web page: Local authorities: pre-16 schools funding - GOV.UK (www.gov.uk).

11. HOW AND WHEN TO ACCESS SUPPORT

Where possible, the pupil's health needs should be managed by the pupil's Home Academy so that they can continue to be educated there with support, and without the need for the intervention of the Local Authority. However, as soon as it is clear that the Home Academy can no longer support the pupil's health needs and provide suitable education, the Academy should speak to the Local Authority about putting alternative provision in place.

While there is no absolute legal deadline by which Local Authorities must start to arrange education for pupils with additional health needs, as soon as it is clear that a pupil will be away from school for 15 days or more because of their health needs, the Local Authority is required to arrange suitable alternative provision. The 15 days may be consecutive or over the course of a school year.

When a Local Authority arranges alternative education, that education should begin as soon as it is possible, and at the latest by the sixth day of the pupil's absence from an Academy. Where an absence is planned, for example for a stay or recurrent stays in hospital, Local Authorities must make suitable, timely arrangements, unless exceptional circumstances apply, in advance to allow provision to begin from day one. The Home Academy will liaise with the Local Authority and hospital school, where possible to ensure that this provision is as impactful as possible.

With planned hospital admissions, conversations between the Home Academy, Local Authority and the hospital education provider should take place as early as possible to discuss likely admission date and expected length. This will give the provider time to liaise with the Home Academy about the educational programme to be followed while the pupil is in hospital. In such circumstances, Local Authorities should set up a personal education plan setting out how the pupil's Home Academy, the local authority and the hospital school or other provider will work together.

12. USING MEDICAL EVIDENCE

All medical evidence should be used to better understand the needs of the pupil and identify the most suitable provision. Local Authorities, working closely with the pupil's Home Academy, medical practitioners (such as a GP or consultant) and the pupil's family, should make every effort to minimise the disruption to a pupil's education by identifying the most suitable provision.

Where specific medical evidence, such as that provided by a medical practitioner, is not readily available, the pupil's Home Academy should liaise with medical practitioners and consider other evidence to ensure appropriate provision can be arranged as soon as possible. The Local Authority should review any additional evidence to help them identify the most suitable provision.

Once a parent/carer has provided evidence from a medical practitioner, Local Authorities should not demand continuing evidence without good reason, even where a pupil has long-term health problems.

Parents/carers should always provide updated advice and evidence in such instances when possible. Where Local Authorities believe that a medical practitioner's ongoing opinion is necessary, they should give parents or carers a reasonable amount of time to contact them.

13. ADAPTING EDUCATION TO PUPIL'S NEEDS

All pupils, regardless of circumstance or setting, should expect to receive the same high standard of education (as outlined in alternative provision statutory guidance). Provision for pupils who are not attending school due to their health needs, and the framework surrounding it, should offer good quality education equivalent to that provided in mainstream schools/Academies, as far as the pupil's health needs allow. Alternative provision must be suitable to the pupil's age, ability and aptitude, and any special educational needs they have.

Pupils should be given the opportunity to take appropriate qualifications. This would help prevent them from slipping behind their peers and enable them to better reintegrate successfully back into their Home Academy if they so wish. Provision should also support the pupil's individual needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the pupil to allow them to thrive and prosper in the education system.

This should also include personal, social and emotional needs, for example, ensuring that the pupil feel fully part of their Home Academy community, are able to stay in contact with peers, and have access to the opportunities enjoyed by them.

Pupils should also be involved in decisions from the start, with the ways in which they are engaged reflecting their age and maturity. This will help ensure that the right provision is offered and encourage the pupil's commitment and engagement.

14. CHILDREN IN CARE (LOOKED AFTER CHILDREN)

In the case of a Child in Care, the Local Authority is responsible for safeguarding the pupil's welfare and education. The Home Academy should work with the Local Authority and Virtual School to ensure that this takes place.

Where a Child in Care is likely to be placed in alternative provision, the Academy Designated Teacher (DT) should contact the Local Authority's Virtual School Head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what support a pupil needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the pupil, to ensure an appropriate AP placement can be made. Where relevant, the Home Academy should also engage with a pupil's social worker, foster carers, or pupils' home workers.

15. FULL TIME AND PART TIME EDUCATION

Local Authorities must arrange suitable full-time education for children of compulsory school age who, because of physical or mental health illness, would not receive suitable education without such provision. This applies whether the pupil is on the roll their Home Academy or not. The law does not define full-time education but pupils with health needs should have provision, where possible, which is equivalent to the education they would receive in their Home Academy.

If, for example, a pupil receives one-to-one tuition, the hours of face-to-face provision could be fewer as the education may be more intensive. Where full-time education would not be in a pupil's best interests for reasons relating to their physical or mental health, Local Authorities must arrange part-time education on whatever basis they consider to be in the pupil's best interests.

Full and part-time education should still aim to achieve good academic attainment particularly in English, maths and science. Any part-time education should be reviewed regularly, with the aim of eventually increasing the number of hours up to full-time as soon as the pupil's health allows.

16. USING FLEXIBLE ARRANGEMENTS

Pupils unable to attend their Home Academy because of a health need 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. It is the Local Authority's responsibility to ensure that this is in place.

Strict rules that limit the offer of educational provision a pupil receives may also breach statutory requirements. It is also important to comply with the equalities legislation in this respect. Reasonable adjustments may also be required, particularly when the pupil has a disability. In some cases, it may be helpful to use an Individual Healthcare Plan (IHP). An IHP will ensure that Place Partnership Academies know how to effectively support the pupil as well as to provide clarity about what needs to be done, when and by whom. IHPs should be reviewed annually or earlier if a pupil's needs change.

A model process for developing an IHP can be found at Appendix 1 of the Supporting Pupils with Medical Conditions and First Aid Policy.

17. REVIEWING PROVISION

The Local Authority should, alongside the pupil's Home Academy, regularly review the provision offered to ensure that it continues to be appropriate for the pupil and that it is providing suitable education. Reviews should seek input from:

- The young person
- Parents or carers
- Relevant agencies and medical practitioners where possible
- The Local Authority SEND team, where pupils have an education, health and care plan (EHCP).
- The Virtual School where the pupil is Looked After

18. DIGITAL RESOURCES

The Local Authority and the pupil's Home Academy should consider the use of digital resources to aid learning. Where circumstances allow, Local Authorities or the Home Academy may be able to play an enabling role in this respect.

Digital technology should be used to complement face-to-face education, rather than be used as sole provision. In some cases, the pupil's health needs may make it advisable to only use digital learning for a limited period of time.

Guidance on appropriate use of remote education can be found in the providing remote education guidance.

19. COMPLEX OR LONG-TERM HEALTH ISSUES

How long the pupil is likely to be out of their Home Academy will be important in deciding the type and level of support they will need.

Where children have complex or long-term health issues, the pattern of illness can be unpredictable. Local Authorities, the Home Academy, the relevant medical practitioners, and the parents/carers should discuss how to best meet the pupil's needs. This could be through individual support, arranging alternative provision or by them remaining at their Home Academy, being supported at home and back into their Home Academy after each absence.

Pupils that have continuing health needs should have an IHP which should be reviewed and assessed on a regular basis in consultation with the Local Authority.

If the pupil's needs amount to ongoing special educational needs, an EHCP may be more appropriate to meet the long-term needs of the pupil. An EHCP will not always be appropriate as not all health needs will comprise SEND. There may be some instances where a pupil or young person has both an EHCP and IHP, in which case both plans should be reviewed alongside each other. Further information on the use of EHCPs can be found in the SEND Policy and SEND code of practice guidance.

Some complex or long-term health issues may be considered disabilities under equality legislation. This legislation means that that Local Authorities and schools, including Academies, must:

- Not discriminate against disabled children.
- Have due regard to the need to eliminate unlawful discrimination.
- Have due regard to the need to advance equality of opportunity between disabled and non-disabled children.
- Have due regard to the need to foster good relations between disabled and non-disabled children.
- Make reasonable adjustments to alleviate disadvantage faced by disabled children.
-

Local Authorities should also ensure disabled children have access to all Academy premises.

20. MANAGING ABSENCES

Parents/carers must contact the Academy on the first day their child is unable to attend due to illness.

Absences due to illness will be authorised unless the Academy has genuine cause for concern about the authenticity of the illness – in these cases proof, such as a doctor's note or proof of appointment, will be asked for.

The Academy will provide support to pupils who are absent because of illness for a period of less than 15 school days by liaising with the pupil's parents/carers to arrange schoolwork remotely as soon as the pupil is able to cope with it, or part-time education at the Academy. The Academy will give due consideration to which aspects of the curriculum are prioritised in consultation with the pupil, their family and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named person with responsibility for pupils with health needs will notify the Local Authority, who will take responsibility for the pupil and their education.

The Academy will continue to support the pupil in liaison with the Local Authority as part of their overall plan. Where absences are anticipated or known in advance, the Academy will liaise with the Local Authority to enable education provision to be provided from the start of the pupil's absence.

Effective collaboration between all relevant services (Local Authorities, CAMHS, NHS, the pupil's Academy and, where relevant, School Nurses) is essential to delivering effective education for pupils with additional health needs.

21. HOSPITAL EDUCATION

Hospital education is normally provided to inpatients, though it can also be provided during regular visits to hospital by children who are day patients. Hospital education is a form of alternative provision, arranged by the Local Authority under the s.19 duty, which either takes place at a:

- Community special school established in a hospital,
- Foundation special school established in a hospital,
- Academy established in a hospital,
- Independent school established in a hospital
- Pupil referral unit or Academy which provides education for hospital inpatients and/or day patients, or
- Hospital where the education is provided by teachers directly employed by the Local Authority or by another school or academy under a service level agreement with the Local Authority.

Why and when a pupil is admitted to a hospital is due to a decision made by a medical practitioner, based on the pupil's health needs: the hospital education is provided under suitable arrangements made by the Local Authority in exercise of its s.19 duty.

22. HOSPITAL ADMISSIONS

With planned hospital admissions, those involved in the pupil's care should work to give the Home Academy and those who will be teaching the pupil as much forewarning as possible, including letting them know of the likely admission date and expected length of stay. This allows liaison about the programme to be followed while the pupil is in hospital to take place. A personal education plan should be set up to ensure that the pupil's Home Academy, the Local Authority and the hospital school or other provider can work together effectively.

The hospital school or education provider should inform, at the earliest possible opportunity, the Local Authority and the Home Academy when the pupil is due to return home. When a pupil is discharged by the hospital, the Home Academy, Local Authority and the provider should be mindful of any medical advice about how much education will be appropriate after discharge. Consideration should also be given to when the pupil might be ready to return to their Home Academy and whether they should initially return on a part-time basis only.

The Local Authority should engage appropriate agencies to work with the Home Academy to complement the education a pupil receives if they cannot attend their Home Academy full-time but are well enough to access education in other ways.

There should be regular, planned reviews of any part-time arrangements, with the expectation that the pupil returns to full-time attendance as soon as they are well enough to do so.

If a pupil returns home and is not well enough to return to their Home Academy, the Local Authority, Home Academy, parent/carers and medical practitioners should consider whether the pupil should be supported to be educated at home or whether alternative provision is more appropriate. Any alternative should be arranged as quickly as possible and in full consultation with the pupil and the parent/carer.

23. REMOVING A PUPIL'S NAME FROM THE SCHOOL REGISTER

Continuity is important for children and knowing that they can return to their familiar surroundings and school friends can help their recovery and their educational progress. This extends to a young person who wishes to return to the Academy they were previously attending when beyond the compulsory school age.

Local Authorities should be aware that under the Education (Pupil Registration) (England) Regulations 2006, a school can only remove the name of a pupil who is unable to attend because of additional health needs from its register in certain circumstances. These include where:

- The pupil has been certified by an appropriately qualified health practitioner as unlikely to be in a fit state of health to attend their Home Academy, before ceasing to be of compulsory school age; and
- Neither the pupil nor their parent/carer has indicated to the Academy the intention to continue to attend the school after ceasing to be of compulsory school age.

This applies even if the local authority has become responsible for the pupil's education.

24. SUPPORT FOR PUPILS

Where a pupil has a complex or long-term health issue, the Academy will discuss the pupil's needs and how these may be best met with the Local Authority, relevant medical professionals, parents/carers and, where appropriate, the pupil.

The Place Partnership Trust expects Academies to support pupils with health needs to attend full-time education wherever possible, or for the Academy to make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments.

The Academy will make reasonable adjustments under pupils' Individual Health Care Plans (IHPs), in accordance with the Supporting Pupils with Medical Conditions Policy.

Pupils admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned.

During a period of absence, the Academy will work with the provider of the pupil's education to establish and maintain regular communication and effective outcomes.

Whilst a pupil is away from school, the Academy will work with the Local Authority to ensure the pupil can successfully remain in touch using the following methods:

- Academy newsletters
- Emails
- Invitations to Academy events

- Cards or letters from peers and staff

Where appropriate, the Academy will provide the pupil's education provider with relevant information, curriculum materials and resources.

To help ensure a pupil with additional health needs is able to attend their Academy following an extended period of absence, the following adaptations will be considered:

- A personalised or part-time timetable, drafted in consultation with the named staff member and reviewed regularly.
- Access to additional support in the Academy.
- Online access to the curriculum from home.
- Movement of lessons to more accessible rooms.
- Places to rest at the Academy.
- Special exam arrangements to manage anxiety or fatigue.

25. REINTEGRATION

To aid reintegration, as far as possible, the pupil should be able to access the curriculum and materials that they would have used in their home Academy. This could also include attending educational visits, even if this requires providing extra and suitable support. This could also possibly include the use of digital resources (see the digital resources section above).

Academies should work with Local Authorities to set up an individually tailored reintegration plan for each pupil: this could take the form of an IHP. This should need to include extra support to help fill any gaps arising from the pupil's absence.

Under equalities legislation Academies must consider whether they need to make any reasonable adjustments to provide suitable access for a pupil whose condition amounts to a disability.

Where the absence is likely to be lengthy, the reintegration plan may only take shape nearer to the likely date of return, to avoid putting unsuitable pressure on an ill pupil in the early stages of their absence.

While most children will want to return to their Home Academy routine as soon as possible, some will need gradual reintegration over a longer period. The Home Academy should consider how they can enable children to successfully remain in touch with them whilst they are away. This could be through:

- Digital learning platforms,
- Telepresence solutions,
- Academy newsletters,
- Social media platforms,
- Emails; and
- Invitations to the Academy.

In cases where a pupil was not on the role of an Academy when becoming ill, or where a pupil may not wish to return to their Home Academy, the Local Authority should consult with the family on finding a new suitable placement when they are ready to return to the mainstream.

26. INFORMATION SHARING

It is essential that all information about pupils with health needs is kept up-to-date.

In order to protect confidentiality, all information-sharing techniques, e.g. staff noticeboards/medical files, will be agreed with the pupil and their parent/carer in advance of being used.

All teachers, teaching assistants, supply and support staff will be provided with access to relevant information, including high-risk health needs, First Aiders and emergency procedures, via the agreed Academy procedures.

Parents/carers will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the Academy will:

- Ensure this policy and other relevant policies are easily available and accessible.
- Provide the pupil and their parents/carers with a copy of the policy on information sharing.
- Ask parents/carers to sign a consent form which clearly details the organisations and individuals that their pupil's health information will be shared with, and which methods of sharing will be used.
- Consider how friendship groups and peers may be able to assist pupils with health needs.

When a pupil is discharged from hospital or is returning from other education provision, the Academy will ensure the appropriate information is received to allow for a smooth return to the Academy. The named member of staff will liaise with the hospital or other tuition service as appropriate.

27. RECORD KEEPING

In accordance with the *Supporting Pupils with Medical Conditions and First Aid Policy,* written records will be kept of all medicines administered to pupils.

Proper record keeping protects both staff and pupils and provides evidence that agreed procedures have been followed.

All records will be maintained in line with the Records Management Policy.

28. TRAINING

Staff will be trained in a timely manner to assist with a pupil's return to their Home Academy. Once a pupil's return date has been confirmed, staff will be provided with relevant training before the pupil's anticipated return.

Healthcare professionals should be involved in identifying and agreeing with the Academy the type and level of training required.

Training will be sufficient to ensure staff are confident in their ability to support pupils with additional health needs.

Parents/carers of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

29. EXAMS

Where possible, and in line with the Home Academy's exam timetabling, children and young people with physical or mental health needs should be able to take examinations at the same time as their peers. Academies should work with the Local Authority to ensure that there are appropriate arrangements in place to support this.

Relevant organisations and Academies should work and liaise together effectively to facilitate access to external exams when children with health needs are approaching exams.

The hospital school, alternative provision setting or home tuition teachers should focus the pupil's education on preparation for exams (in line with the mainstream Academy's exam timetable) in order to minimise the impact of any time lost from school absence.

Awarding bodies can make special arrangements in exams for children with:

- Permanent or long-term disabilities or illness.
- Temporary disabilities or illness.

Further information can be found in the Joint Council for Qualifications document Access Arrangements.

The Home Academy, alternative provision setting, or hospital school will need to apply for special access arrangements to awarding bodies as early as possible. Those organisations who are educating a pupil out of their Home Academy should provide relevant information to support these applications, Information about exam resilience can be found here.https://www.gov.uk/government/publications/supporting-resilience-in-the-exam-system-in-2023/supporting-resilience-in-the-exam-system-in-2023

30. ADVICE FOR PARENTS / CARERS

If a parent/carer has concerns that their child's health is having an impact on their learning, they should contact their Home Academy to discuss how they could properly support their child to enable them to have full access to education.

Where possible, the Academy Education Committee of an Academy must ensure that arrangements are in place to support children with health and medical conditions. In doing so, it should ensure that such children can access and enjoy the same opportunities at their Academy as any other pupil. Further information can be found in the 'Supporting Pupils with Medical Conditions and First Aid' Policy.

If it becomes clear that the pupil can no longer attend their Home Academy because of their health needs, the Academy should inform the local authority as quickly as possible to ensure minimum disruption to the pupil's education.

Local Authorities have the statutory duty to arrange suitable alternative provision for a pupil that cannot attend school because of a physical or mental health need. Provision for children who are not attending a Place Partnership Academy due to their health needs should offer good quality education equivalent to that provided in mainstream schools, as far as the pupil's health needs allow.

Provision should also be suitable to the pupil's age, ability and aptitude, and any special educational needs they have.

It is good practice for the Local Authority, Home Academy, the pupil and parents/carer to work closely together when considering arrangements for a pupil who is too unwell to attend their Academy.

Parents/carers (and where appropriate, the pupil themselves) have an important role to play and can provide essential information about the pupil and their needs and should always be consulted before new provision begins. Likewise, parents/carers and the pupil should be consulted at any change-points in the pupil's provision as well as when they are ready to re-integrate back into mainstream education.