



ST. BART'S
MULTI-ACADEMY TRUST

PUPILS WITH ADDITIONAL HEALTH NEEDS ATTENDANCE POLICY

March 2026

Details

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14/02/2023	TSB Policy Adopted - v5	Mrs S. Cope
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07/05/2025	Reviewed and updated	I. Hunt
06/03/2026	Updated legislation / updated role of the LA / defined the two types of provision available (school-based vs LA-arranged) / updated LGC responsibility wording / added part time timetable guidance / clarified 6-day and 15-day thresholds / added further guidance re reintegration	R Porter

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Flourishing Together Releasing Potential Inspiring Futures

St. Bart's Mission

We ensure that every academy is a flourishing community, dedicated to releasing potential and inspiring ambitious futures through exceptional education.

St. Bart's Vision and Values

Releasing potential together through **PEACE**:



PASSION

We pursue excellence with energy and purpose, releasing the potential within every child and adult.



ENCOURAGEMENT

We nurture confidence and resilience, supporting each individual so that they can thrive.



AMBITION

We set high expectations, striving for fairness and opportunity so that potential is not limited by circumstance.



COLLABORATION

We work together in partnership, recognising that flourishing comes when we share strengths and support one another.



ENJOYMENT

We celebrate learning and community life, creating joy-filled environments where potential can flourish.



Our Trust Christian ethos is captured by the **PEACE** values and all schools work in close partnership (*whether C of E or community*) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 – ***“I have come that they may have life, and have it to the full.”***

St. Bart's vision includes a strong commitment to preparing our children for a world impacted by climate change, through learning and practical experience. We encourage pupils and staff to consider the impact of their actions locally and globally, while embedding climate change education across our curriculum, and sustainability into our ethos and Trust-wide practice.

Pupils with Additional Health Needs Attendance Policy

1. Legal framework

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

- Education Act 1996
- Equality Act 2010
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Keeping Children Safe in Education
- DfE (2023) 'Arranging education for children who cannot attend school because of health needs'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Working together to improve school attendance'
- Children and Families Act (2014)
- DfE (2023) 'Mental health issues affecting a pupil's attendance: guidance for schools'

2. LA duties

For the purpose of this policy, the LA's duties when pupils are unable to attend the academy due to health needs are outlined below. These duties have been included to differentiate the responsibilities that lie with the academy and those that will be carried out by the LA. The academy is not responsible for ensuring that the LA meets its responsibilities – the academy's responsibilities are outlined in the 'Roles and responsibilities' section of this policy.

The LA will be responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. The academy will fulfil its duty to effectively collaborate and communicate with the LA as required.

In line with statutory guidance, the LA should:

- Provide a suitable full-time education (or as much as the child's health condition allows them to participate in) by the sixth day of absence where it is clear the pupil will be away from school due to health needs. This applies whether the absence is consecutive or cumulative. The LA should not wait until day **15** to begin providing education
- Liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil
- Ensure the education pupils receive is of good quality, allows them to take appropriate assessments, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into the academy as soon as possible
- Address the needs of individual pupils in arranging provision
- Have a named officer responsible for the education of pupils with additional health needs and ensure parents know who this is

- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs
- Review the provision offered regularly to ensure that it continues to be appropriate for each pupil and that it provides suitable education
- Have clear policies on the provision of education for children and young people under and over compulsory school age
- Maintain good links with the schools and academies in its area and put systems in place to promote co-operation between them when children cannot attend due to ill health
- Keep records of all pupils who are not accessing full time education, including those on part time timetables arranged by schools

To comply with statutory guidance, the LA will be expected to not:

- Have processes or policies in place which prevent a child from getting the right type of provision and a good education
- Withhold or reduce the provision, or type of provision, for a child because of how much it will cost
- Have policies based upon the percentage of time a pupil is able to attend school rather than whether the pupil is receiving a suitable education during that attendance
- Have lists of health conditions which dictate whether or not they will arrange education for children or inflexible policies which result in children going without suitable full-time education (or as much education as their health condition allows them to participate in)

3. Definitions

"Children with health needs" are children of compulsory school age who are unable to attend the academy as a result of their medical needs. These medical needs include:

- Physical health issues
- Physical injuries
- Mental health problems, including anxiety issues
- Emotional difficulties or school refusal
- Progressive conditions
- Terminal illnesses
- Chronic illnesses

For the purpose of this policy, there are two main types of provision for pupils with additional health needs:

3.1. School-Based Support

School-based support refers to support and adjustments provided by the academy where a pupil is to attend the academy (either full time or part time). This includes:

- Day to day support offered at the academy where the pupil is able to attend as normal
- Reasonable adjustments made under the Equality Act 2010 to enable pupils with health needs to access education
- Part time timetables where a pupil attends the academy for reduced hours due to medical needs (see section 6 for full details)
- Support given to pupils who are absent from the academy because of illness or a period of less than **15** school days, whether consecutive or cumulative
- Support as part of reintegration into normal academy attendance following a period of absence due to health needs

The academy retains responsibility for the pupil's education and safeguarding when providing school-based support.

3.2. LA-arranged education

LA-arranged education is defined as education provision arranged by the LA where the pupil cannot attend the academy at all due to medical reasons for a period of **15** school days or more, whether consecutive or cumulative

Children who are unable to attend mainstream education for health reasons may attend or participate in any of the following:

- **Hospital School:** a school within a hospital setting where education is provided to give continuity whilst the child is receiving treatment
- **Home tuition:** many LAs have home tuition services that act as a communication channel between schools and pupils on occasions where pupils are too ill to attend school and are receiving specialist medical treatment
- **Medical PRUs:** these are LA establishments that provide education for children unable to attend their registered school due to their medical needs

Where a pupil is receiving LA-arranged education:

- The LA takes responsibility for arranging and overseeing the education provision
- Unless otherwise agreed, the academy retains safeguarding responsibility while the pupil remains on the academy roll
- The academy will maintain regular contact with the pupil, their family, and the education provider
- The academy will work collaboratively with the LA and education provider to support the pupil's progress and plan for reintegration

4. Roles and responsibilities

The **Local Governing Committee** will be responsible for:

- Ensuring arrangements for pupils who cannot attend the academy as a result of their medical needs are in place and effectively implemented

- Ensuring there is a schedule of regular updates on the arrangements made for pupils who cannot attend the academy due to their medical needs
- Ensuring the roles and responsibilities of those involved in any academy-based 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 where a pupil with health needs is able to, or partially able to, attend the academy and/or extra-curricular activities
- Ensuring staff with responsibility for supporting pupils with additional health needs are appropriately trained
- Ensuring that safeguarding duties are met
- Monitoring the use and effectiveness of part time timetables and ensuring they are only used in exceptional circumstances, as a temporary measure, with clear review points and parental agreement

The **Principal** will be responsible for:

- Working with the Trust and Local Governing Committee to ensure compliance with relevant statutory duties when supporting pupils with additional health needs
- Working collaboratively with the LA, parents and other professionals, as necessary, to develop any academy-based arrangements to meet the needs of pupils
- Ensuring any academy-based 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 additional health needs and liaises with parents, pupils, the LA, key workers and others involved in the pupil's care
- Ensuring any academy-based support put in place focuses on, and meets the needs of, individual pupils
- Arranging appropriate training for staff with responsibility for supporting pupils with additional health needs
- Providing teachers who support pupils with additional 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
- Deciding what counts as exceptional circumstances for the use of part time timetables and ensuring they are only used as a last resort after all reasonable adjustments have been considered
- Ensuring the Designated Safeguarding Lead (DSL) is informed of all pupils with additional health needs and that appropriate safeguarding measures are in place

Notifying the LA when:

- A pupil is placed on a part time timetable
- a pupil is likely to be away from the academy for a significant period of time due to their health needs
- Where it is clear from the outset that an absence will exceed **15** days, to enable LA-arranged education provision to begin by the sixth day of absence



The **named member of staff** will be responsible for:

- The management of any pupil registered at the academy who are unable to fully attend the academy because of their health needs
- Actively monitoring pupil progress and reintegration into the academy
- Supplying any LA-arranged education providers with information about pupils' capabilities, progress and outcomes
- Liaising with the Principal, LA-arranged education providers, and parents to help determine pupils' programmes of study while they are absent from the academy, where necessary
- Keeping pupils who are being educated by LA-arranged education providers informed about academy events and encouraging communication with their peers
- Providing a link between pupils and their parents, the academy, and LA where necessary
- Liaising with the DSL to ensure safeguarding concerns are identified and addressed promptly
- Leading reintegration planning and coordinating with relevant staff, parents, and external agencies
- Monitoring the use of part time timetables and ensuring they are reviewed regularly, with clear plans for return to full time education
- Maintaining regular contact with pupils receiving LA-arranged education and their families

Teachers and support staff will be responsible for:

- Understanding confidentiality in respect of pupils' health needs
- Designing academy-based activities, including lessons, in a way that allows pupils with additional 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 any academy-based support for pupils with additional 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 individual pupils' health needs
- Keeping parents informed of how their child's health needs are affecting them while in academy-based education
- Supporting pupils' mental health and wellbeing, and recognising signs that a pupil may be struggling

Parents will be expected to:

- Ensure where academy-based provision is in place, the regular and punctual attendance of their child at the academy where possible
- Work in partnership with the academy, LA and any LA-arranged provision to ensure the best possible outcomes for their child

- Notify the academy, or the relevant education provider, 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 any academy-based support, including reintegration, for their child should be planned

5. Managing absence

Parents will be required to 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.

The academy will use the most appropriate DfE attendance code to accurately record absences and part time attendance. These codes will be applied in line with the DfE's 'Working together to improve school attendance' guidance.

Staff will be alert to the fact that missing education can put pupils at risk of harm and may be an indicator of a safeguarding issue. Any concerns will be handled in line with the **Child Protection and Safeguarding Policy** and reported to the DSL immediately.

The academy will provide the LA, at agreed intervals, the full name and address of any pupils who are not attending the academy regularly, including if this is due to any additional health needs or part time timetables.

The academy will only remove a pupil who is unable to attend because of additional health needs from the academy roll where:

- The pupil has been certified by a medical professional as unlikely to be in a fit state of health to attend the academy, before ceasing to be of compulsory school age; and
- Neither the pupil nor their parent has indicated to the academy the intention to continue to attend the academy, after ceasing to be of compulsory school age

A pupil unable to attend the academy because of their health needs will not be removed from the academy register without parental consent and certification from a medical professional, even if the LA has become responsible for the pupil's education.

6. Support for pupils

This section applies to all pupils who are able to attend the academy (either full time or part time) and receive school-based support. This is different from LA-arranged education (see section 7)

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 LA, relevant medical professionals, parents and, where appropriate, the pupil.

Pupils with continuing health needs will have an IHP (Individual Healthcare Plan) which is subject to regular review and assessment. Where a pupil's needs amount to ongoing SEND, an EHC plan may

be more appropriate to meet their long-term needs. Where a pupil has an EHC plan and an IHP, both plans will be reviewed alongside each other.

Medical evidence will be used where available to best understand a pupil's needs and identify the most suitable provision. Where specific medical evidence is not readily available, the academy will consider liaising with other medical practitioners and other sources of evidence to ensure appropriate provision can be arranged as soon as possible.

The LA expects the academy to support pupils with additional 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 Healthcare Plans, in accordance with the **SBMAT Supporting Pupils with Medical Needs Policy**.

The use of digital resources will be considered to support learning and complement face-to-face education, where appropriate. Digital resources will only be used in accordance with the pupil's needs and with appropriate safeguarding measures in place. Staff will follow procedures set out in the **SBMAT Acceptable Use Policy** including Remote Online Learning and Communication and any Academy Remote Education Plans.

While a pupil is receiving school-based support, the academy will ensure the pupil can successfully remain in touch using any of the following methods:

- Digital Learning Platforms
- Newsletters
- Social Media Platforms
- Emails
- Invitations to academy events
- Cards or letters from peers and staff

Where appropriate, the academy will provide relevant information, curriculum materials and resources to support the pupil's learning. The academy will strive to achieve effective collaboration between relevant services to ensure continuity of provision and consistency of curriculum.

Provision for pupils will support their individual needs to overcome barriers to attainment and achievement, giving equal consideration to their pastoral needs to allow them to prosper in the education system. Consideration will be given to the pupil's personal, social and emotional needs to allow them to feel fully included in the academy community, maintain contacts with classmates and have access to the same opportunities.

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

- A personalised or part time timetable, drafted in consultation with the named staff member
- Access to additional support during the day

- Online access to the curriculum from home
- Movement of lessons to more accessible rooms
- Places to rest at the academy
- Special access arrangements for any assessments/exams to manage anxiety or fatigue

The academy will ensure that pupils are involved in decision-making as much as possible, in accordance with the pupil's age and maturity, to help ensure that the right provision is offered and encourage their commitment and engagement.

The provision offered to a pupil will be regularly reviewed by the academy to ensure it continues to be appropriate for the pupil's needs and that suitable education is being provided. The review process will seek input from:

- The pupil
- Parents
- Relevant agencies and medical practitioners, where possible
- The LA SEND team, where the pupil has an EHC plan
- The DSL, where there are safeguarding concerns

6.1. Part time timetables

Part-time timetables are only allowed in exceptional circumstances where there is a specific need for a pupil (e.g.: a medical condition prevents full-time attendance), it is in the pupil's best interests, and it is temporary with a proposed end date.

6.2. Part-time timetables must not be used to manage behaviour or as an alternative to exclusion.

Before implementing a part-time timetable, the academy will:

- Make reasonable adjustments to support full time attendance
- Obtain written parental agreement
- Notify the LA immediately
- Complete a safeguarding risk assessment (involving the DSL)

Part-time timetables will be regularly reviewed with the aim to return pupils to full-time education within 6 weeks.

7. LA-arranged education

This section applies to pupils who cannot attend the academy at all due to their health needs and require education provision arranged by the LA. This is different from school-based support (see section 6).



For periods of absence that are expected to last for **15** or more school days, either in one absence or over the course of an academic year, the named member of staff with responsibility for pupils with additional health needs will notify the LA, who will take responsibility for arranging the pupil's education. Where it is clear from the outset that an absence will exceed **15** days, the academy will notify the LA immediately to enable education provision to begin by the sixth day of absence.

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

For hospital admissions, the appointed named member of staff will liaise with the LA regarding the programme that should be followed while the pupil is in hospital.

The LA will set up a personal education plan (PEP) for the pupil which will allow the academy, the LA and the provider of the pupil's education to work together.

During a period of LA-arranged education, the academy will work with the provider of the pupil's education to establish and maintain regular communication and effective outcomes. The academy will:

- Maintain regular contact with the pupil and their family
- Provide the education provider with relevant information about the pupil's capabilities, progress and outcomes
- Supply curriculum materials and resources where appropriate
- Keep the pupil informed about academy events and encourage communication with their peers
- Monitor the pupil's welfare and safeguarding, in line with the academy's ongoing safeguarding responsibilities

The academy will monitor pupil attendance at LA-arranged provision and mark registers to ensure it is clear that the pupil is receiving education other than at the academy, using the appropriate attendance codes.

The academy retains safeguarding responsibility for pupils receiving LA-arranged education while they remain on the academy roll. The DSL will be kept informed of the pupil's welfare and any concerns will be managed in line with the **Child Protection and Safeguarding Policy**.

8. Reintegration

When a pupil is considered well enough to return to the academy, the academy will develop a tailored reintegration plan in collaboration with the LA.

During a lengthy absence, a reintegration plan will be developed near to the likely date of return to avoid putting unsuitable pressure on an ill pupil in the early stages of their absence.

The academy will work with the LA when reintegration into the academy is anticipated to plan for consistent provision during and after the period of education outside the academy.



As far as possible, the pupil will be able to access the curriculum and materials that they would have used in the academy.

If appropriate, medical professionals will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the appointed named member of staff, to ensure they can prepare to offer any appropriate support to the pupil.

The academy will consider whether any reasonable adjustments need to be made to provide suitable access to the academy and the curriculum for the pupil.

The academy is aware that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents and key staff about concerns, medical issues, timing and the preferred pace of return.

The reintegration plan will include:

- The date for planned reintegration, once known
- Details of regular meetings to discuss reintegration
- Details of the named member of staff who has responsibility for the pupil
- Clearly stated responsibilities and the rights of all those involved
- Details of social contacts, including the involvement of peers and mentors during the transition period
- A programme of small goals leading up to reintegration
- Clear review points to monitor progress and make adjustments as needed
- Follow-up procedures

Reintegration meetings will include:

- The pupil (where appropriate)
- Parents / carers
- The named member of staff
- Relevant teaching / pastoral staff
- The SENCO (where the pupil has SEND)
- The DSL (where relevant)

The academy will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period.

Following reintegration, the academy will support the LA in seeking feedback from the pupil regarding the effectiveness of the process.

If a reintegration is not successful, the academy will:

- Review the integration plan
- Identify the barriers preventing successful reintegration

- Consider additional support to address these barriers
- Set a new timeline for reintegration
- Consider whether alternative provision or additional external support is needed

9. Information sharing

It is essential that all information about pupils with additional health needs is kept up to date. To protect confidentiality, all information-sharing techniques will be agreed with the pupil and their parent in advance of being used.

All teachers, Teaching Assistants, supply and support staff will be provided with access to relevant information on a need-to-know basis, including high-risk health needs, first aiders and emergency procedures.

Parents 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
- Ask parents to sign a consent form which clearly details the organisations and individuals that their child'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 additional 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.

10. Record keeping

In accordance with the **SBMAT Supporting Pupils with Medical Needs Policy**, written records will be kept of all medicines administered to pupils.

Proper record keeping will protect both staff and pupils and provide evidence that agreed procedures have been followed.

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

11. Training

Healthcare professionals will 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.

Staff will be trained in a timely manner to assist with a pupil's return to the academy.



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

12. Examinations and Assessments

Staff will follow procedures set out in the relevant Joint Council for Qualifications (JCQ) regulations and Department for Education documents to identify and apply for access arrangements or reasonable adjustments before an exam or statutory assessment to ensure pupils with additional health needs are not put at a disadvantage, where applicable.

The named member of staff will liaise with the alternative provision provider over planning and assessment requirements where appropriate.

Relevant assessment information will be provided to the alternative provision provider if required.

Applications for access arrangements will be submitted to the relevant awarding body by the academy, or LA if more appropriate, as early as possible. The academy will also consider emergency access arrangements for pupils who develop sudden illness or injury close to examinations.

13. Monitoring and review

This policy will be reviewed by the Trust on an annual basis.



ST. BART'S

MULTI-ACADEMY TRUST

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