

SACRED HEART HIGH SCHOOL



CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL

APRIL 2026

To be reviewed March 2027

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

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1 AIMS

This policy aims to ensure that:

- Suitable education is arranged for pupils on roll who cannot attend school due to health needs
- Pupils, staff and parents/carers understand what our school is responsible for when education is being provided by the local authority (LA)

2 CONTEXT

The school's [mission statement](#) provides a context for all that we do. We respect the uniqueness of each of our students and treat them with dignity and respect.

3 LEGISLATION & GUIDANCE

This policy is based on the following legislation:

- [Section 19 of the Education Act 1996](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Equality Act 2010](#)
- [Section 100 of the Children and Families Act 2014](#)

It is also based on the following statutory guidance from the Department for Education (DfE):

- [Alternative provision](#)
- [Supporting pupils at school with medical conditions 2017](#)
- [Arranging education for children with health needs who cannot attend school 2023](#)

This policy also follows guidance provided by our local authority. In addition, we work collaboratively with a range of local authorities. This policy complies with our funding agreement and articles of association.

4 IF OUR SCHOOL MAKES THE ARRANGEMENTS

Where possible, the child's health needs should be managed by SHHS so that they can continue to be educated there with support, and without the need for the intervention of the local authority.

Initially, our school will attempt to make arrangements to deliver the same high standard of education for children with health needs who cannot attend school.

- The Assistant Head Teacher at each key stage with the SENCO will be responsible for making arrangements for provision for pupils not able to attend school because of medical needs. The SENCO will be the named person who liaises with the LA
- The school will provide materials for an appropriate programme of work and work plans. These will be posted for pupils on the school's learning platform google classroom. This may include some access to live teaching if possible.
- The SENCO or an allocated learning mentor will monitor the flow of work to the pupil.

- Subject teachers are responsible for assessing and returning work to the pupil via google classroom.
- Ensure that updated medical evidence is provided at least on a termly basis.
- Maintain a plan which evidences progress towards return to school.
- Provide a suitable area for the pupil to work within school where necessary such as the Erskine / Stuart Centre.
- Ensure all relevant staff are kept informed.
- Where necessary ensure appropriate arrangements, including entry and invigilation are made for examinations.
- Organise careers interviews or provide access to Unifrog the school's online careers platform
- The Assistant Head Teacher and SENCO at the relevant key stage will put together and agree a reintegration plan with the pupil and their parents/carers. This will be supported by advice and evidence from medical professionals where appropriate.
- Ensure all pupils who are unable to attend school are kept up-to-date about school events via school comms.
- Where possible facilitate interaction with peers via video/google classroom etc.
- Reintegration into school; ensure that pupils who are unable to attend school, are kept informed about school social events, are able to participate, for example, online platform such as Bedrock, Dr Frost, Seneca for study support and other activities; encourage and facilitate liaison with peers, for example, through visits and videos where possible.

4.1 The Governing Body

The Governing Body is responsible for:

- Overseeing arrangements for pupils who cannot attend school as a result of their medical needs, and seeking assurance that these are effectively implemented.
- Reviewing the arrangements made for pupils who cannot attend school due to their medical needs regularly.
- Seeking assurance that the roles and responsibilities of all staff involved in supporting pupils with medical needs are clear and understood.
- Overseeing the establishment of robust systems for dealing with health emergencies and critical incidents, on and off site.
- Holding the Headteacher to account for ensuring staff with responsibility for supporting pupils with health needs receive appropriate training.
- To carry out the above responsibilities the governors will attend meetings; review minutes of meetings and make in person visits.

4.2 The Headteacher

The Headteacher is responsible for:

- Working with the Governing Body to ensure compliance with the relevant statutory duties when supporting pupils with health needs.
- Working collaboratively with parents and other professionals to develop arrangements to meet the best interests of children.
- 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, pupils the LA, key workers and others involved in the pupil's care.
- Ensuring the support put in place focusses 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 Governing Body on the effectiveness of the arrangements in place to meet the health needs of pupils.
- Notifying the LA when a pupil is likely to be away from the school for a significant period of time due to their health needs

4.3 The Assistant Headteacher at each Key Stage and SENCO

The Assistant Headteacher at each Key Stage and SENCO is responsible for:

- Dealing with pupils who are unable to attend school because of medical needs.
- Actively monitoring pupil progress and reintegration into the school.
- Supplying pupils' education providers with information about the child's capabilities, progress and outcomes.
- Liaising with the Headteacher, education providers and parents to determine pupils' programmes of study whilst they are absent from school.
- Keeping pupils informed about school events and encouraging communication with their peers.
- Providing a link between pupil and their parents, and the LA.

4.4 Teachers and support staff

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 pupils' 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 informed of how their child's health needs are affecting them whilst at school

4.5 Students

Students are expected to:

- engage with the provider;
- be prepared to communicate their views;
- engage with other agencies as appropriate;
- prepare for reintegration as soon as possible.

4.6 Parents / Carers

Parents / Carers are expected to:

- Ensure the regular and punctual attendance of their child at school where possible.
- Work in partnership with the school to ensure the best possible outcomes for their child.
- Notify the school of the reason for any of their child's absences without delay.
- Provide the school 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.

5 IF THE LOCAL AUTHORITY MAKES THE ARRANGEMENTS

If our school cannot make suitable arrangements, or if it is clear that a child will be away from school for 15 days (consecutive or over the course of the year) or more because of their health needs, the London Borough of Hammersmith and Fulham, or the borough where the child permanently resides, will become responsible for arranging suitable education for these children.

Where a child cannot attend SHHS because of a physical or mental health, and cannot access suitable full-time education, the local authority is responsible for arranging that provision. All children, regardless of circumstance or setting, should expect to receive the same high standard of education.

When the local authority arranges alternative education, the education should begin as soon as possible, and at the latest by the 6th day of the child's absence from school.

Where full-time education is not in the child's best interest for reasons relating to their physical or mental health, the local authority must arrange part-time education on whatever basis it considers to be in the child's best interests.

Where evidence suggests that SHHS cannot meet the child's needs, a referral will be made to the appropriate local authority by the SENCO.

5.1 Responsibilities of the school

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

- 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 due to their health needs
- Work constructively with the local authority, providers, relevant agencies and parents/carers to ensure the best outcomes for the child
- Collaborate with the local authority to ensure continuity of provision and consistency of curriculum, including making information available about the curriculum
- Along with the local authority, regularly review the provision offered to ensure it continues to be appropriate for the child and that it is providing suitable education
- Share information with the local authority and relevant health services as required
- When a child has complex or long-term health issues, work with the local authority, parents/carers and the relevant health services to decide how best to meet the child's needs (e.g. through individual support, arranging alternative provision or by them remaining at school, being supported at home and back into school after each absence)
- Where possible, allow the child to take examinations at the same time as their peers, and work with the local authority to support this
- Help make sure 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 child to access the same curriculum and materials that they would have used in school as far as possible, including through digital resources
- Enable the child to stay in touch with school life (e.g. through newsletters, emails, digital learning platforms, social media platforms, invitations to school events or internet links to lessons from their school), and, where appropriate, through educational visits

- Create individually tailored reintegration plans for each child returning to school, which includes extra support to fill any gaps arising from the absence
- Consider whether any reasonable adjustments need to be made

5.2 Responsibilities of the Local Authorities

- Provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.
- Ensure that the education children receive is of good quality, as defined in the statutory guidance Alternative Provision (2013), allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.
- Address the needs of individual children in arranging provision. 'Hard and fast' rules are inappropriate: they may limit the offer of education to children with a given condition and prevent their access to the right level of educational support which they are well enough to receive. Strict rules that limit the offer of education a child receives may also breach statutory requirements.

5.3 Local Authorities Should Not

Local Authorities should 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 (meeting the child's needs and providing a good education must be the determining factors).
- Have policies based upon the percentage of time a child is able to attend school rather than whether the child 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).

6 MONITORING ARRANGEMENTS

This policy will be reviewed annually by the Deputy Head Teacher, Marian Conran. At every review, it will be approved by the full governing board.

7 Links to other policies

This policy links to the following policies:

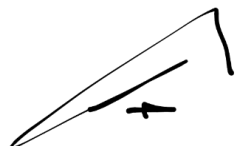
- Accessibility plan
- Supporting pupils with medical conditions
- Attendance and punctuality

8 RATIFICATION

This Policy has been approved and ratified by the Headteacher and the Curriculum Committee in March 2026 and by the full governing body in April 2026. The Policy will be reviewed in March 2027.



Mrs S O'Donovan, Headteacher



Mr Glen Hodgson, Chair of Governors

We are a community of faith and learning based on the gospel of Jesus Christ, his values and teachings. Through our blend of real time and self-regulated learning, we offer a balanced approach, enabling teachers to focus on developing each individual pupil, ensuring they reach their potential and develop the skills of a high performance learner.

