





# NEWMAN CATHOLIC TRUST

HEART SPEAKS TO HEART

## St Joseph's Catholic Primary School Children with Healthcare Needs Who Cannot Attend School 2025-2026

### Ratification

Role	Name	Signature	Date
Chair of LGC	Shelley-Anne Douglas		19/03/26
Principal	Greg Bath		19/03/26

*Commitment to Equality:*

*The Trust and its schools are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.*

***"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."***

At the Newman Catholic Trust, we stand united in our unwavering mission to nurture a transformative educational experience, where every child is seen, valued, and cherished as a unique gift from God. Rooted in faith, we ignite a love for learning that awakens curiosity, sparks imagination, and fuels a lifelong journey of discovery.

Guided by the teachings of Christ and inspired by the profound wisdom of our namesake, Saint John Henry Newman, we strive to foster a community where inclusion is lived, diversity is embraced, and every individual is empowered to fulfil their highest potential. As Newman said, *"To live is to change, and to be perfect is to have changed often."* We believe that education is a sacred journey of continual transformation—intellectually, spiritually, and personally. We believe that true education is not just about knowledge, but about shaping hearts and minds, cultivating resilience, and nurturing the whole person.

Our vision is simple yet profound: To be a beacon of **Hope** and **Excellence**, where pupils are not only academically accomplished but spiritually enriched and personally inspired to make a difference in the world.

In all that we do, we seek to embody our Trust's **HEART Values**, which define who we are and guide how we serve:

- **Hope** – Believing in the boundless potential of every child, and striving to build a future filled with possibility, courage and faith.
- **Excellence** – Pursuing the highest standards in learning, leadership and love, so that every action reflects our calling to greatness.
- **Authenticity** – Living truthfully and faithfully, ensuring our words, actions and decisions are grounded in integrity and the Gospel.
- **Responsibility** – Caring for one another and for creation with compassion, stewardship and a deep sense of duty to the common good.

- **Truth** – Seeking wisdom and understanding through Christ, who is the Way, the Truth and the Life.

Together, **Heart to Heart and Hand in Hand**, we build communities of faith and learning where every child flourishes — intellectually, spiritually and morally — for the greater glory of God.

## **Children with Healthcare Needs Who Cannot Attend School**

### **1. Introduction**

At St Joseph's Catholic Primary School, we are committed to ensuring that every child with physical or mental health needs is supported to continue their education, maintain their sense of belonging and achieve their potential. We recognise that children who cannot attend school because of health needs require a thoughtful, compassionate and coordinated response that reflects their personal circumstances.

This policy sets out how the school will support pupils with healthcare needs who are unable to attend school for medical reasons, ensuring compliance with statutory duties and promoting best practice across the Trust.

### **2. Aims**

This policy aims to:

- Ensure all children with health needs have access to a suitable education that continues their progress and promotes attainment
- Support reintegration into school as soon as the child is well enough
- Provide clear guidance for leaders, staff, families and professionals on roles, responsibilities and processes
- Promote positive collaboration with families, healthcare providers and external agencies
- Ensure compliance with the Education Act 1996, Equality Act 2010, SEND Code of Practice and DfE statutory guidance

### **3. Definition of Health Needs**

Children with health needs may include those with:

- Chronic physical illnesses or injuries
- Mental health conditions including anxiety, depression or trauma
- Progressive or terminal illnesses
- Serious medical interventions or recovery periods
- Periods of hospitalisation or home-based care
- School-based anxiety where a medical condition is the primary cause

Health needs may lead to:

- Frequent or prolonged absences
- Intermittent attendance
- Reduced capacity to engage in a full curriculum
- Need for home tuition, hospital education or online learning

## **4. Responsibilities**

### **Local Governing Committee**

The LGC is responsible for:

- Ensuring the policy is implemented and reviewed annually
- Monitoring provision for pupils with health needs
- Ensuring the school has capacity and training to meet needs

### **Principal**

The Principal will:

- Appoint a named lead (SENCo or senior leader) for pupils with health needs
- Ensure compliance with statutory duties
- Facilitate communication with parents, the local authority and healthcare providers
- Ensure high-quality work and support are provided throughout absence

### **SENCo/Named Lead**

The SENCo will:

- Coordinate individual education or support plans
- Liaise with medical professionals, families and local authority services
- Advise staff on adaptations and reasonable adjustments
- Monitor progress and wellbeing
- Plan reintegration and review arrangements regularly

### **Teachers and Support Staff**

Teachers and support staff will:

- Provide appropriate learning resources and feedback
- Maintain regular communication with the child and family
- Use training and guidance to support pupils with health needs
- Contribute to reintegration planning

### **Parents and Carers**

Parents and carers are expected to:

- Notify the school promptly of absences and medical information
- Share relevant medical advice or documentation
- Work with the school and health professionals to implement plans

## **5. Educational Provision**

### **Short-Term Absences (fewer than 15 school days)**

The school will:

- Provide appropriate work, digital learning resources or remote learning
- Offer flexible or part-time arrangements where appropriate
- Maintain regular contact with families

### **Long-Term or Frequent Absences (15+ school days)**

The school will:

- Notify the local authority as required under s.19 duties
- Work with providers such as BHES or Pathways Learning Centre
- Ensure the provision is tailored, high quality and aligned with medical advice
- Coordinate between external educators and school staff

### **Hospital Admissions**

Where a child is admitted to hospital:

- The SENCo will liaise with the hospital education team
- Information on learning, progress and reintegration will be shared appropriately

## **6. Maintaining Connection with School**

The school will support ongoing connection through:

- Regular check-ins from staff
- Invitations to appropriate school events
- Access to digital platforms such as Class Dojo or Teams
- Peer contact such as letters, messages or videos where appropriate

## **7. Reintegration and Adaptations**

### **Reintegration Planning**

A personalised plan will be developed with parents and healthcare providers. This may include:

- A phased timetable
- Additional pastoral or emotional support
- Modified learning environments
- Reasonable adjustments in line with the Equality Act

### **Post-Reintegration Support**

The school will:

- Monitor wellbeing and progress
- Review and update plans regularly
- Provide access to counselling or mentoring where appropriate

## **8. Safeguarding and Welfare**

The school will:

- Ensure procedures for managing medical needs are followed
- Maintain up-to-date healthcare plans
- Train staff to respond to medical needs or emergencies
- Address any safeguarding risks linked to prolonged or unexplained absence

## **9. Local Authority Collaboration**

If the school cannot make suitable arrangements, the local authority becomes responsible for ensuring education is provided. The school will:

- Share information to support planning and provision
- Monitor progress and maintain communication
- Support reintegration as soon as appropriate

## **10. Monitoring and Review**

This policy will be reviewed annually by the SENCo and Principal and ratified by the LGC. Updates will be shared with staff, families and partners.

## **11. Related Policies**

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Attendance Policy
- Accessibility Plan
- SEND Policy
- Supporting Children with Medical Conditions Policy

## Process Flowchart

### Children with Healthcare Needs Who Cannot Attend School

#### Step 1: Child Absent Due to Health Need

Parent notifies school (phone, email or in person)  
School logs absence and records reason



#### Step 2: Initial School Response

Class teacher / admin team logs absence  
SENCo or named lead informed same day



#### SENCo Triages Case

**Short-term:** Expected < 15 days → Go to Pathway A

**Long-term:** Expected ≥ 15 days → Go to Pathway B

**Hospital:** Child admitted → Go to Pathway C



PATHWAY A Short-Term	PATHWAY B Long-Term	PATHWAY C Hospital
<p><b>&lt; 15 School Days</b></p> <ul style="list-style-type: none"> <li>• Teacher provides work</li> <li>• Remote learning access</li> <li>• Regular family check-ins</li> <li>• Return when medically fit</li> </ul> <p>▼</p> <p><i>If extended → Move to Pathway B</i></p>	<p><b>≥ 15 School Days</b></p> <ul style="list-style-type: none"> <li>• SENCo gathers medical evidence</li> <li>• Notify Local Authority (s.19 duty)</li> <li>• LA arranges provision (BHES / Pathways)</li> <li>• SENCo coordinates with provider</li> <li>• Maintain contact &amp; safeguarding</li> </ul> <p>▼</p>	<p><b>Hospital Admission</b></p> <ul style="list-style-type: none"> <li>• SENCo contacts hospital education team</li> <li>• Share curriculum information</li> <li>• Receive progress updates</li> <li>• Plan reintegration early</li> </ul> <p>▼</p>



*All pathways converge at reintegration*

#### Step 4: Reintegration Planning

Child becomes medically fit to return  
SENCo meets with parents and healthcare professionals  
Personalised reintegration plan created



**Reintegration Plan May Include:**

- Phased timetable
- Pastoral or emotional support
- Modified learning environments
- Reasonable adjustments (Equality Act)
- Access arrangements or rest breaks



**Step 5: Return to School & Ongoing Support**

Regular review meetings  
Monitor wellbeing and academic progress  
Adjust plan as needed  
Access to counselling or mentoring if appropriate



**✓ FULL REINTEGRATION ACHIEVED**

Child returns to normal timetable with ongoing support if needed

**Key Contacts & Triggers**

**Statutory Trigger:**

Notify LA when absence reaches or is expected to reach 15 school days (Education Act 1996, s.19)

**Safeguarding:**

Address any safeguarding risks linked to prolonged or unexplained absence. Maintain regular welfare contact.