

**ENSURING A GOOD EDUCATION  
FOR CHILDREN AND YOUNG PEOPLE (CYP)  
WITH MEDICAL NEEDS**

Bradford Local Authority Policy on Access to  
Education for Children and Young People with  
Medical Needs  
who are unable to attend full time school

## 1. Introduction

This policy sets out what the Bradford Local Authority (BLA) will do to provide education for children and young people (CYP) of statutory school age who, because of illness, or long term medical conditions, would otherwise not receive suitable education.

## 2. The underlying principles behind this policy

The Local Authority is committed to ensuring that all CYP receive a good education in order to maximise the learning potential of each individual. A fundamental part of our local offer aims to ensure that all CYP are given the opportunity of an inclusive education that meets their specific needs.

CYP who have additional health needs are, by the nature of their difficulties, at risk of failing to reach their potential within an educational context. This is particularly the case for those whose health needs prevent them from attending full time school for an extended period of time, or for those who are restricted by their health needs to attend school on a part-time or sporadic basis.

This policy aims to outline the support available that can be accessed for CYP with medical needs, including details of when and how alternative provision will be arranged if this is required and the respective roles and responsibilities of the Local Authority, schools, parents/carers, providers and other agencies.

## 3. Roles and responsibilities of referring schools

Schools in Bradford (including maintained schools, maintained nursery schools, academies, alternative provision academies) are required by law to make arrangements for supporting CYP with medical conditions at their school.

This duty is detailed in Section 100 of the Children and Families Act 2014<sup>1</sup> and statutory guidance entitled *Supporting pupils at school with medical conditions*<sup>2</sup> has been produced by the Department for Education in order to assist schools to understand and comply with this legislation.

Independent schools are under no legal obligation to follow the statutory guidance contained within the document *Supporting pupils at school with medical conditions*. However, the non-statutory advice within this document is intended to assist and guide these schools in promoting the wellbeing and academic attainment of CYP with medical conditions.

### **The key points detailed in the statutory guidance indicate that:**

- Governing bodies must ensure that arrangements are in place in schools to support CYP at school with medical conditions.

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<sup>1</sup> <http://www.legislation.gov.uk/ukpga/2014/6/section/100/enacted>

<sup>2</sup> <https://www.gov.uk/government/publications/supporting-CYPs-at-school-with-medical-conditions>

- Governing bodies should ensure that school leaders consult health and social care professionals, CYP and parents/carers to ensure that the needs of CYP with medical conditions are effectively supported.
  - CYP at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Schools should develop a written policy for supporting CYP with medical conditions
  - There should be a named person who is responsible for the practical implementation of this policy within each school.
- (BLA has a template document for schools to adapt for their setting – Appendix B and C)

#### 4. Legal Framework for Local Authorities

**Government guidance** - the DfE published statutory guidance for local authorities entitled 'Ensuring a good education for Children who cannot attend school because of health needs' May 2013.<sup>2</sup>

The Equality Act 2010<sup>1</sup> is also an important part of the legal framework around CYP and young people with significant medical needs.

#### 5. Definitions

**Suitable** – The Education Act 1996 defines a suitable education as one that is appropriate to a CYP's age, ability, aptitude and any special educational needs he/she may have.

**Full time** – Full-time education is not defined in law but it should equate to what the CYP would normally have in school, unless the CYP's condition means that full-time provision would not be in his/her best interests. The hours of face-face teaching could be fewer as the provision is more concentrated.

**School** – For the purposes of this policy, school is used to refer to any maintained school, academy, free school, independent school, or any education provision where a CYP is registered as their main education base.

**Hospital & Home Education Service** - a specialist team of teachers who, as part of the Specialist Teaching & Support Services, work with CYP with health needs who are unable to access mainstream education despite the support package provided by the school. The referral needs to be accompanied by medical evidence.

#### 6. Role and responsibilities of the Local Authority

The statutory guidance is clear that there will be a wide range of circumstances where a CYP has a health need but will receive suitable education that meets their needs without the intervention of the local authority – for example where the CYP can still attend school with some support or where the school has made arrangements to deliver suitable education outside of school for the CYP.

A local authority is responsible for arranging suitable education for CYP of compulsory school age who, because of illness, would not receive education without such provision. The law does not define suitable full time education but CYP with health needs should have provision which is equivalent to the education they would receive in school. As part

of a package of support implemented upon receipt of an appropriate medical needs referral, the local authority may provide one-to-one or small group tuition, in which case the hours of face-to-face provision could be fewer as the provision is more concentrated.

Where full-time education would not be in the best interests of a CYP because of reasons relating to their physical or mental health, the local authority will endeavour to provide part-time education on a basis which is considered to be in the CYP best interests. This decision will be made with reference to advice from relevant educational and medical professionals. In the case of a CYP who is looked after, the Local Authority is responsible for safeguarding the CYP's welfare and education. Both the Local Authority and primary carers (foster carers or residential social workers) would fulfil the parental role here and should be involved. CYP should also be part of the decisions from the start, using appropriate and creative ways to support their involvement as needed.

## **7. Named Person**

It is a statutory requirement that local authorities have a named person responsible for the education of CYP with additional health needs. In this local authority the named person is the Head of Provision for Hospital & Home Education:

Hannah Whittaker

E-mail: [Hannah.whittaker@tracks-ed.org](mailto:Hannah.whittaker@tracks-ed.org)

Telephone: 01274 582995

The Head of Provision is responsible, in liaison with schools and professionals, for ensuring that the local authority fulfils its statutory duties in relation to health needs provision for CYP.

Parents/carers can contact the Head of Provision in order to discuss their CYP's specific circumstances relating to health needs provision.

Schools can contact the Head of Provision in order to obtain support, advice and guidance in relation to health needs provision and their own responsibilities in supporting CYP with additional health needs, both generally and in relation to specific cases.

The Head of Provision will also liaise with the Strategic Manager for Specialist Teaching and Support Services and Strategic Manager for Integrated Assessment and Psychology, professionals and colleagues within both health and education as appropriate in order to ensure CYP with additional health needs are able to access a suitable education

## **8. Provision in the Local Authority**

The provision to meet the needs of CYP in Bradford and District aims to:

- Liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the CYP.

- Ensure that the education CYP receive is of good quality, addresses the individual, and allows them to return successfully to school as soon as possible.

### **8.1 Referrals to the Hospital & Home Education Service**

Schools should make appropriate referrals to HHES for CYP unable to attend full time school due to health reasons. In these circumstances parents/carers must provide medical evidence to the school and BLA which confirms;

(i) why the CYP is unable to attend school

(ii) the medical treatment plan and preferably indicating an end date.

Statutory guidance states that evidence should be such as that provided by a medical practitioner. For CYP with mental health issues there is an expectation that evidence is provided by the Children and Adolescent Mental Health Service (CAMHS). For CYP who are receiving support through other Counselling Services, evidence should be supplied from the relevant organisation.

However in order to avoid delays the HHES will accept evidence from a GP if the young person is under a consultant but evidence is delayed.<sup>3</sup> Failure to provide the appropriate evidence will delay the referral process and the consideration of support.

#### **8.1.1 CYP with conditions *such as* Myalgic Encephalopathy (ME)/Chronic Fatigue Syndrome (CFS), Juvenile Arthritis, Sickle Cell, Crohns disease**

For CYPs diagnosed with such or similar conditions, the provision put in place will be guided by the medical advice provided as part of the initial referral, or sought following the referral. This may include, for example, periods of school attendance, periods of rest, and periods of tuition at home or in the community.

### **8.2 Initiation of provision from the HHES**

Once the referral form and evidence has been considered and a decision about the referral has been made, a member of staff from the HHES will contact the school. A planning meeting will be arranged to confirm the appropriate arrangements which will be put in place. The school should liaise with the parents and CYP. Parents/carers and CYPs will be invited to attend these meetings. A home visit will also take place if appropriate

### **8.3 Ensuring CYP in the BLA with medical needs have a good education**

Where support is agreed, teachers will oversee the provision for CYP in alternative suitable venues, or, where appropriate, in the CYP's home. Before it is agreed that teaching can take place in the home, it will be necessary to carry out appropriate risk assessments. This would be completed by a relevant professional(s) to be agreed between the parents/carers/school and BLA. Where a CYP is taught at home it is necessary for there to be a responsible adult in the house.

The use of electronic media – such as ‘virtual classrooms’, learning platforms and so on – can provide access to a broader curriculum, but this will generally be used to complement face-to-face education, rather than as sole provision (though in some

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<sup>3</sup> Evidence from a consultant will still be required in this instance

cases, the CYP's health needs may make it advisable to use only virtual education for a time).

Close liaison with the CYP's school is essential and CYP should be kept informed about school activities and events. The CYP will remain on the school roll and the school will be expected to arrange review meetings<sup>4</sup>. Up to date medical evidence will be required<sup>5</sup>. It is important to link with other agencies in order to support the CYP's educational opportunities.

Where support is agreed, there is an expectation that all parties will engage with and contribute to the agreed plan.

#### **8.4 Roles of respective parties in supporting CYP who are receiving provision from the HHES**

**In all cases effective collaboration between all relevant services is essential**

##### **8.4.1 The School's role is to:**

- inform the HHES at the earliest opportunity
- continue to be the key worker for the CYP; liaise regular with other agencies (EPs, Wellbeing service, CAMHS, SEND Services and where relevant school nurses)
- host and chair regular review meetings (at least every term), produce action plans and distribute notes of these meetings;
- provide materials for an appropriate programme of work and work plans;
- make reasonable adjustments in order to facilitate the return to school including phased returns. For example, providing a suitable working area within the school, modified timetable etc where necessary
- maintain a plan, such as a health care plan, which records progress made towards a return to school;
- ensure all staff are kept informed appropriately;
- ensure appropriate arrangements, including entry and invigilation are made for all examinations;
- provide the CYP's academic attainment levels including any relevant examination requirements at the point of referral;
- Organising and, if necessary, funding transport if appropriate
- make arrangements for SATs and GCSEs;
- assess coursework;
- facilitate career interviews;
- arrange work experience placements;
- provide a named teacher with whom each party can liaise (usually the SENCO);
- provide a suitable working area within the school, where necessary;
- be active in the monitoring of progress and the return to school, using key staff to facilitate this;

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<sup>4</sup> It is expected that these meetings would normally take place at least every term

<sup>5</sup> Updated medical evidence should be provided at least termly

- ensure that CYP are kept informed about school social events and are able to participate, for example, in homework clubs, study support and other activities;
- encourage and facilitate liaison with peers, for example, through visits and videos.

#### **8.4.2 The CYP's role is to:**

- prepare to return to school as soon as appropriate;
- engage with the provider;
- be prepared to communicate their views;
- engage with other agencies as appropriate.

#### **8.4.3 The parents'/carers' role is to:**

- commit to an appropriate plan to return to school;
- provide up to date medical information;
- be willing to work together with all concerned;
- provide early communication if a problem arises or help is needed;
- attend necessary meetings;
- reinforce with their CYP, the value of a return to school.

#### **8.4.4 The HHES's role is to ensure that an agreed member of the team;**

- support reintegration to school as soon as appropriate based on the individual needs of the CYP ;
- liaise with the named person in school;
- liaise, where appropriate, with outside agencies;
- be sensitive to the needs of the CYP and family;
- provide a flexible teaching programme;
- provide regular reports on the CYP's progress and achievements;
- provide an opportunity for the CYP to comment on their report;
- ensure appropriate course work and any other relevant material is returned to school;
- work with the mainstream school to ensure good attendance whilst with the provider;
- attend review meetings;
- help set up an appropriate reintegration programme at the earliest opportunity as soon as the CYP is able to return to school.
- provide advice and information to schools to assist with applications for access arrangements.

#### **8.4.5 The Health professionals' role is to:**

- ensure early identification of long term health conditions which may result in absence from school for a period of time;
- ensure an appropriate plan is in place for the CYP to return to school;
- support schools to develop individual health care plans; training of school staff on specific interventions required; liaison with health professionals involved in supporting the CYP;

- liaise with the named person in the school and liaise with other relevant professionals;
- contribute professional advice to the CYP's My Support Plan, Health Care Plan or Education, Health and Care Plan as needed;
- provide ongoing support and advice to the school when a CYP has a life threatening or life limiting condition,

**8.4.6 The Role of all involved agencies<sup>6</sup> is to:**

- work together to improve the outcomes of the CYP;
- engage with the CYP or young person and parents throughout as needed;
- attend review meetings if possible;
- provide written reports where necessary;
- give appropriate advice and support.

**8.5 Return to school**

The aim of the HHES is to support the CYP to remain in, or return to, school as soon as they are well enough. Any programme to support transition back to school will be developed following discussion with the CYP, parent/carer, school, relevant health professional(s) and other involved agencies as appropriate.

In some cases, it may not be possible for the CYP to return to school on a full-time basis initially. An individual healthcare plan may be needed if the CYP has continuing medical issues which need to be supported during school hours. Individual healthcare plans provide clarity about what needs to be done, when and by whom to support a CYP's medical condition.

**9 CYP who are not on a school roll**

The Local Authority retains responsibility for supporting Local Authority CYP who are not on roll at a school where their health needs prevent them from accessing education. These may include CYP who are Electively Home Educated or CYP who are awaiting placement<sup>7</sup>.

**10 CYP who are not of compulsory school age<sup>8</sup>**

The Local Authority will not normally provide support for CYP who are under or over compulsory school age. However, where CYP who would normally be in Year 12 are repeating Year 11 due to medical reasons, requests for support will be considered on an individual basis.

For post-18 students attending mainstream provision, the Local Authority would look to the host school, college or training provider to make any necessary reasonable adjustments for students who are unwell over a prolonged period.

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<sup>6</sup> Examples of other involved agencies could include Social Services, Early Help professionals, Children and Adolescent Mental Health (CAMHS) practitioners etc.

<sup>7</sup> For example, CYP who have recently arrived in the county but whose illness has prevented them from accessing school provision

<sup>8</sup> Compulsory/Statutory school age is defined legally as the term following the child's 5<sup>th</sup> birthday

**11 Hospital in-patients**

Education can be provided for CYP who are patients at hospitals in Bradford and District including Airedale General Hospital and Bradford Royal Infirmary. All CYP are offered education from Day 1 of admittance.

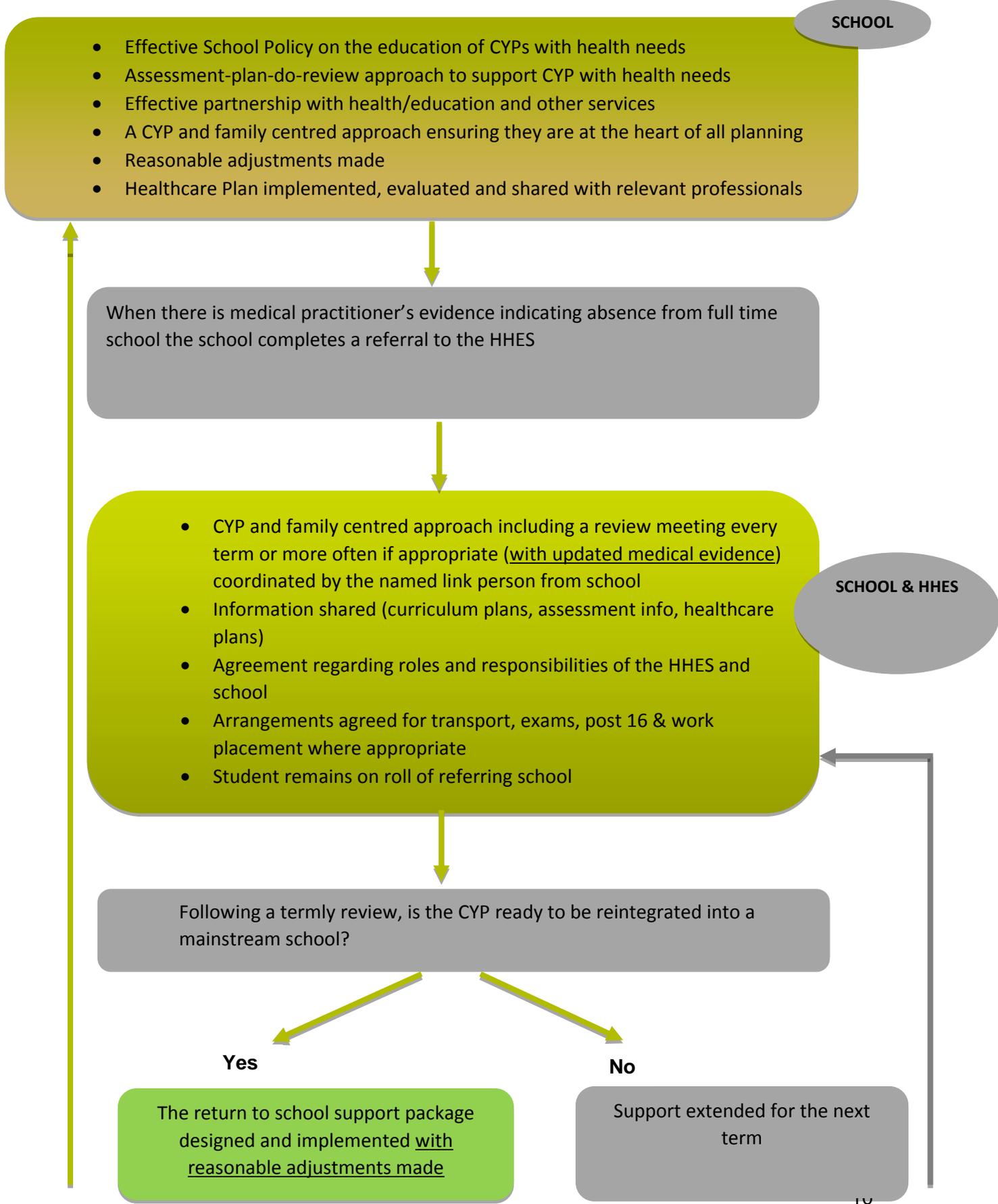
For CYP with regular or recurring stays in hospital (R&R), schools should give the HHES as much forewarning as possible, including the likely admission date and expected length of stay. HHES will liaise with the school for regular reviews on the CYP's progress

**12 CYP with life limiting and terminal illness**

BLA will continue to provide education for as long as the CYP's parents and the medical staff wish it.

If the CYP and parents wish to withdraw from education their wishes will be respected if the decision is supported by medical advice.

**Appendix A FLOWCHART ILLUSTRATING THE PROCESS OF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH PHYSICAL, MEDICAL AND MENTAL HEALTH NEEDS IN BRADFORD**



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## Appendix B

### Model Policy for the Education of CYP Absent due to Health needs

#### PRIMARY SCHOOL

All Children and Young People (CYP) should continue to have access to as much education as their medical condition allows so that they are able to maintain the momentum of their education and to keep up with their studies.

The named person in school responsible for CYP unable to attend School is , {insert job title}.

#### To whom does the policy apply?

- School age CYP who are going to be absent from full time school as a result of ill health (including mental health), medical procedure or injury.
- CYP who have recurring periods of absence as a result of ill health e.g.: cystic fibrosis.
- CYP who are in hospital.

#### Provision of work

As soon as school is informed or becomes aware that a CYP of school age is to be absent through ill health, the class teacher will make some work available. This will usually be in core curriculum areas. The CYP will only be expected to complete the work if he/she is well enough. The work will be given as soon as possible after school becomes aware of the CYP's absence. This will be done in collaboration with parents/carers. This also applies to CYP who have recurring periods of absence due to ill health.

If the CYP is going to be absent for a longer period of time, an application will need to be made for teaching from the Hospital & Home Education Service (HHES) and work will be provided by school.

#### Monitoring Absences

The school will monitor absences due to ill health and takes all appropriate action to have all CYP in school.

#### Teaching away from school

If a CYP is to be away from school for a medical reason, the named person must initiate a referral for teaching through the HHES. The parent/carer will need to be on the premises if a CYP is educated at home. In some instances, the tuition may take place in a venue away from home e.g. Owlet Road or a local library. Access to this teaching is flexible, depending on the CYP's health and medical appointments. The school should make a referral by completing the referral form. In these circumstances parents/carers must provide medical evidence from a medical practitioner to the school which confirms;

- (i) why the CYP is unable to attend school
- (ii) preferably indicating an end date.

Statutory guidance states that evidence should be such as that provided by a medical practitioner. For CYP with mental health issues there is an expectation that evidence is provided by the Children and Adolescent Mental Health Service (CAMHS). For CYP who are receiving

support through other Counselling Services, evidence should be supplied from the relevant organisation. However, in order to avoid delays the HHES will accept evidence from a GP if the CYP is under a consultant but evidence is delayed

The class teacher and/or named person will;

- liaise with the HHES to enable them to draw up a plan to provide education for a CYP who is likely to be off school for a period of time and for CYP with recurrent absence as a result of ill health.
- provide resources for the full curriculum via the HHES so that the CYP can follow the programmes of work as far as he or she is able.
- provide information about the CYP's capabilities and educational progress e.g. special educational needs (SEN).
- ensure that CYP who are unable to attend school because of health needs are kept informed about school social events and extracurricular activities that may be appropriate for them to attend.
- encourage and facilitate liaison and communication with peers.
- liaise with the HHES to formulate a plan for the CYP to return to school if appropriate and ensure that peers are involved in supporting this return.

### **Partnership with parents/carers and CYP**

The views of the CYP and families should be central to planning to meet the CYP's needs.

Parents/carers should liaise with the school so that the CYP can be provided with resources to support their learning as soon as they become able to cope with it for absences that are for a short period of time or are not part of a pattern of recurring illness.

Parents/carers will

- be consulted before teaching begins at home or in the community.
- Always be on the premises when a CYP is taught at home.
- Be key in supporting the continuum of educational provision and the links between home and school.
- be central to planning the education programme and information share about their CYP's performance.

### **CYP in hospital**

Education can be provided for CYP who are patients at hospitals in BLA including AGH & BRI. All CYP are offered education from Day 1 of admittance.

For CYP with regular or recurring stays in hospital (R&R), school will give the HHES as much forewarning as possible, including the likely admission date and expected length of stay. HHES will liaise with the school for regular reviews on the CYP's progress

### **Examinations**

If a Year 6 child is not in school during the SATs it is the responsibility of the school to make alternative arrangements if appropriate

If a Year 6 child is absent for a short period of time including SATs week, the decision regarding SATs will be made by the head teacher.

## **Appendix C**

### **Model Policy for the Education of CYP Absent due to Health needs**

#### **SECONDARY SCHOOL**

All Children and Young People (CYP) should continue to have access to as much education as their medical condition allows so that they are able to maintain the momentum of their education and to keep up with their studies.

The named person in school responsible for CYP unable to attend School is , {insert job title}.

#### **To whom does the policy apply?**

- School age CYP who are going to be absent from full time school as a result of ill health (including mental health), medical procedure or injury.
- CYP who have recurring periods of absence as a result of ill health e.g.: cystic fibrosis.
- CYP who are in hospital.

#### **Provision of work**

As soon as school is informed or becomes aware that a CYP of school age is to be absent through ill health, the named teacher will make appropriate work available. This will usually be in core curriculum areas. The CYP will only be expected to complete the work if he/she is well enough. The work will be given as soon as possible after school becomes aware of the CYP's absence. This will be done in collaboration with parents/carers. This also applies to CYP who have recurring periods of absence due to ill health.

If the CYP is going to be absent for a longer period of time, an application will need to be made for teaching from the HHES and work will be provided by school.

#### **Monitoring Absences**

The school will monitor absences due to ill health and takes all appropriate action to have all CYP in school.

#### **Teaching away from school**

If a CYP is to be away from school for a medical reason for more than 15 school days, the named person must initiate a referral for teaching through the HHES. The parent/carer will need to be on the premises if a CYP is educated at home. In some instances, the tuition may take place in a venue away from home e.g. Owlet Road or a local library. Access to this teaching is flexible, depending on the CYP's health and medical appointments. The school should make a referral by completing the referral form. In these circumstances parents/carers must provide medical evidence from a medical practitioner to the school which confirms;

(iii) why the CYP is unable to attend school

(iv) preferably indicating an end date.

Statutory guidance states that evidence should be such as that provided by a medical practitioner. For CYP with mental health issues there is an expectation that evidence is provided by the Children and Adolescent Mental Health Service (CAMHS). For CYP who are receiving support through other Counselling Services, evidence should be supplied from the relevant

organisation. However, in order to avoid delays the HHES will accept evidence from a GP if the CYP is under a consultant but evidence is delayed

The SENCO and/or named person will;

- liaise with the HHES to enable them to draw up a Plan to provide education for a CYP who is likely to be off school for a period of time and for CYP with recurrent absence as a result of ill health
- provide resources for the full curriculum via the parent/carer so that the CYP can follow the programmes of work as far as he or she is able
- provide information about the CYP's capabilities and educational progress e.g. special educational needs (SEN)
- ensure that CYP who are unable to attend school because of health needs are kept informed about school social events and extracurricular activities that may be appropriate for them to attend.
- encourage and facilitate liaison and communication with peers
- liaise with the HHES to formulate a plan for the CYP to return to school and ensure that peers are involved in supporting this return.

### **Partnership with parents/carers and CYP**

The views of CYP and families should be central to planning to meet the CYP's needs.

Parents/carers should liaise with the school so that the CYP or young person can be provided with resources to support their learning as soon as they become able to cope with it for absences that are for a short period of time or are not part of a pattern of recurring illness.

Parents/carers will

- be consulted before teaching begins at home or in the community.
- be on the premises when a CYP is taught at home.
- be key in supporting the continuum of educational provision and the links between home and school.
- be central to planning the education programme and information share about their CYP's performance.

### **CYP in hospital**

Education can be provided for CYP who are patients at hospitals in BLA including AGH & BRI. All CYP are offered education from Day 1 of admittance.

For CYP with regular or recurring stays in hospital (R&R), school will give the HHES as much forewarning as possible, including the likely admission date and expected length of stay. HHES will liaise with the school for regular reviews on the CYP's progress

### **Examinations**

If a KS4 student is not in school during the GCSEs it is the responsibility of the school to make alternative arrangements where appropriate. Owllet Road is a registered Examination Centre and arrangements can be made for pupils to access examinations at the centre as part of the local authority's traded service.