

Learning is fun at

Park Hill Infants' School



Children with health needs who cannot attend school policy

October 2025

Version 6

Review Date: October 2026

Version Control

Version	Date	Notes / changes made	Updated and reviewed by
1	October 2020 November 2020	Original Policy	Laura Hulet Approved at FGB on 16.11.2020
2	November 2021		Reviewed at FGB 15.11.2021
3	November 2022 November 2022	Review cycle changed from 3 years to annual in line with DfE recommendation	Laura Hulet Approved at FGB 14.11.22 and circulated to all staff
4	October 2023 November 2023	Equality Statement moved to top of policy from section 4. No other changes needed.	Reviewed by Stephanie Croucher and Laura Hulet. Approved by Full Governing Body at FGB 13/11/2023 and shared with all staff.
5	October 2024	Reviewed. No changes needed.	Laura Hulet. Approved by Full Governing Board on 11/11/2024 and shared with all staff.
6	October 2025 November 2025	Reviewed. No changes needed.	Laura Hulet. Approved by Full Governing Board on 10/11/2025 and shared with all staff.

Equality Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

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 understand what the school is responsible for when this education is being provided by the local authority

2. Legislation and guidance

This policy reflects the requirements of the [Education Act 1996](#).

It also based on guidance provided by our local authority, found here <https://www.croydon.gov.uk/education/schools-new/general-info/tuition>

3. The responsibilities of the school

For some pupils, their health condition will require them to have an extended period of time out of school. The school will do all that it can to ensure that such children are supported through their period of absence from school and sensitively re-integrated once they are well enough to attend.

The school's co-ordinator for children with medical needs will take an active and continuing role in their educational, social and emotional progress. The school will at all times aim to work in partnership with parents to ensure the best possible outcomes and a return to school as soon as possible.

Where a child's health condition requires an extended period of absence from school, the school may need to seek the assistance of the Springboard Service. Staff at the service, including hospital tutors, will support pupils who are temporarily unable to attend classes on a full-time basis. These pupils may be:

- (a) Children who have been deemed by a medical practitioner as being too ill to attend the school for more than 15 days or who have conditions which lead to recurrent absences from school which becomes significant in the longer term.
- (b) Pupils with mental health problems who are unable to attend school.

Some children with medical conditions may have a disability. Where this is the case the governing body will comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The aim of Springboard will be to support the school in its work to reintegrate pupils into full time education at the earliest possible opportunity. In the greatest number of cases this means a return to mainstream education

The school will continue to maintain a contact with a pupil who is unwell and not attending and will contribute to their academic and reintegration plans in order that they may enjoy a continuous level of education and support from the school during their period of absence. This may include providing to Springboard relevant information about the child, helping to maintain contact with parents, assisting with and guiding the work of the child, supporting the process of achieving public examinations or taking part in National Curriculum tests and providing emotional support at the level of teacher and peer involvement. The school will do all that it can to maintain links with appropriate agencies including Springboard, the Educational Welfare Service, and the Educational Psychology Service. Reintegration back into school will be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend.

Finally, the school will do all that it can to fully implement Croydon's policy on the education of children and young people with medical needs.

4. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions and first aid
- Inclusion Policy
- Equalities Policy

5. Monitoring arrangements

This policy will be reviewed annually and, as it is a statutory policy, approved by the Full Governing Board.

This policy will be reviewed annually or sooner if required.

Signed: _____

Print Name: _____

Date: _____