TOYNTON-ALL-SAINTS PRIMARY SCHOOL

Children with Health Needs Who Cannot Attend School

2026-27

Policy owner	Headteacher
Operational lead	SENDCo
Approval body	Full Governing Body
Date approved	October 2026
Next review due	September 2027

1. Purpose and aims

Toynton All Saints Primary School is committed to securing suitable education for every pupil on roll who cannot attend school, or can attend only intermittently, because of physical or mental health needs. The school will work with the pupil, parents or carers, health professionals and Lincolnshire County Council so that education is put in place without avoidable delay and supports successful reintegration.

- ensure pupils continue to receive suitable education, appropriate to their age, ability, aptitude and any special educational needs;
- maintain high expectations while adapting provision to the pupil's health and capacity;
- protect pupils' safety, wellbeing, belonging and relationships with school;
- clarify the responsibilities of the school and local authority; and
- plan and review a return to school as soon as the pupil's health allows.

Scope
This policy applies when health needs prevent a pupil from accessing suitable education at school. Pupils whose medical condition can be supported in school are covered primarily by the Supporting Pupils with Medical Conditions Policy.

2. Legislation and guidance

This policy has regard to section 19 of the Education Act 1996, section 100 of the Children and Families Act 2014, the Equality Act 2010, the SEND Code of Practice, current Department for Education guidance on arranging education for children who cannot attend school because of health needs, supporting pupils with medical conditions, school attendance, safeguarding and remote education, and Lincolnshire County Council's Medical Needs Policy.

Under section 19, the local authority is responsible for arranging suitable education for a child of compulsory school age who, because of illness or another reason, would not otherwise receive it. The education should normally be full-time unless the child's physical or mental health means that full-time provision would not be in the child's best interests.

3. Principles

- The pupil's best interests and voice will inform planning.
- Attendance difficulties linked to ill health will be approached supportively and not treated simply as misconduct.
- The school will not wait for a formal diagnosis before considering reasonable support.
- Medical evidence will be proportionate. Information from relevant health professionals, parents, the pupil and school staff will be considered together.
- Wherever possible, the pupil will remain connected to the curriculum, classmates and wider school life.
- Part-time or remote education will not be used as a long-term substitute for suitable education. Any temporary arrangement will have clear objectives, review dates and a reintegration plan.
- Safeguarding, SEND, equality and data-protection duties continue to apply.

4. Roles and responsibilities

The Governing Body

- ensures arrangements are in place to support pupils with medical conditions;
- approves this policy and monitors its implementation;
- seeks assurance that pupils absent because of health needs receive suitable education and that provision is reviewed; and
- ensures equality and safeguarding duties are met.

The Headteacher

- has overall responsibility for implementation;
- ensures early contact with the family and appropriate liaison with the local authority;
- decides, with advice, what school-led arrangements are reasonably practicable;
- ensures staff, resources and safeguarding arrangements are suitable; and
- escalates concerns where suitable education is not in place.

The SENDCo or designated lead

- coordinates the school response and acts as the main point of contact;
- gathers the pupil's and family's views and relevant professional information;
- coordinates an Individual Healthcare Plan, SEN support plan or reintegration plan where appropriate;
- liaises with teachers, the local authority, health services and alternative providers;
- monitors access, engagement, progress and wellbeing; and
- keeps provision and reasonable adjustments under review.

Class teachers

- provide curriculum information, appropriate work and feedback;
- support communication with the pupil and family;
- help the pupil remain connected with classmates and school life; and
- contribute to review and reintegration planning.

Parents, carers and pupils

- share relevant information, including changes in health or treatment;
- engage with agreed education and review arrangements as far as health allows;
- raise concerns promptly; and
- contribute to plans for support and return.

5. Identifying need and initial response

When the school becomes aware that a pupil's health is affecting attendance or access to education, the designated lead will contact the family, listen to the pupil, review available information and consider immediate reasonable adjustments. The school will also consider whether an Individual Healthcare Plan, SEN support, an early-help assessment, safeguarding action or referral to another service is appropriate.

The school will consider likely duration, pattern of absence, the pupil's current health and stamina, curriculum needs, SEND, accessibility, safeguarding, social connection and the advice of involved professionals. Urgent action will be taken where the pupil is receiving little or no suitable education.

Medical evidence

The school may seek relevant evidence to understand the pupil's needs and make safe arrangements, but will not operate an inflexible requirement for a particular form of evidence or delay support unnecessarily. Consent will be obtained before information is requested or shared unless there is a lawful safeguarding reason to act without consent.

6. Education arranged by the school

Where reasonably practicable, the school will make arrangements to maintain education and connection with school. Provision will be personalised and may include:

- adapted attendance, environment, curriculum or timetable;
- work linked to the curriculum, with suitable explanation and feedback;

- teaching in school in a suitable space or, where appropriate, another agreed setting;
- carefully planned remote or digital access as one component of provision;
- liaison with a hospital school or other provider;
- pastoral check-ins and safe contact with classmates and school events; and
- reasonable adjustments, assistive technology and SEND support.

The school will decide who will coordinate and deliver each element, how safeguarding and attendance will be recorded, how work will be marked, and how frequently the arrangement will be reviewed. The amount and pace of education will be adapted to health needs while remaining ambitious and supporting progress.

7. Referral to and work with Lincolnshire County Council

If the school cannot provide suitable education, or there is doubt about whether the pupil can access the education available, the Headteacher or designated lead will contact Lincolnshire County Council promptly in accordance with the Council's current Medical Needs Policy and referral route. The school will not wait for an arbitrary number of consecutive absence days where it is already clear that suitable education is not available or that absence will be prolonged or recurring.

Where the local authority arranges provision, the school will:

- remain responsible for the pupil's safeguarding and educational relationship as the pupil's school;
- share relevant curriculum, attainment, SEND, safeguarding and health information lawfully;
- agree communication, attendance recording and review arrangements;
- provide curriculum materials and collaborate with the provider;
- monitor the quality, suitability, attendance, engagement and progress associated with the provision;
- ensure the pupil remains included in appropriate school communications and opportunities; and
- work jointly on reintegration.

Local-authority duty
Lincolnshire County Council describes its section 19 duty as providing suitable education where no suitable education is available that is reasonably practicable for the child to access.

8. Full-time, part-time and remote provision

Provision should normally be full-time. Where health needs mean that full-time education is not in the pupil's best interests, part-time provision may be used on professional advice. It will be time limited, recorded, reviewed regularly and increased as health permits. One-to-one teaching may involve fewer taught hours because it is more concentrated, but the overall package must remain suitable.

Remote education may support continuity but will be considered in light of the pupil's health, access, safeguarding, SEND and the quality of learning. It will not be the default solely because attendance is difficult, and it will normally sit within a wider plan for support and reintegration.

9. Safeguarding, SEND and equality

All staff and providers must follow the school's safeguarding procedures. Concerns about abuse, neglect, exploitation, self-harm, missing education or deterioration in wellbeing will be referred to the Designated Safeguarding Lead. The school will confirm safeguarding responsibilities with any external provider, including supervision, reporting, online safety and emergency arrangements.

The school will make reasonable adjustments for disabled pupils and use its best endeavours to secure appropriate special educational provision for pupils with SEN. Where a pupil has an Education, Health and Care plan, the school and local authority will consider whether the plan, placement or provision requires review.

10. Reintegration

Reintegration will be planned early and reviewed with the pupil, family, education provider and relevant professionals. The plan may include:

- the pupil's views, strengths, concerns and preferred communication;
- a phased increase in attendance where medically appropriate;
- curriculum priorities and support for gaps in learning;
- reasonable adjustments, access and medical arrangements;
- a named adult and safe space;
- support for friendships, belonging and emotional wellbeing;
- risk assessment and emergency procedures where needed; and
- dates, responsibilities and review points.

The aim is a sustainable return. A pupil will not be required to catch up all missed work before returning, and support will avoid creating an unmanageable workload.

11. Recording, monitoring and review

The designated lead will maintain a clear record of contacts, evidence considered, decisions, provision, attendance, engagement, safeguarding matters, reviews and reintegration. Attendance will be recorded using the current statutory registration requirements and advice from the local authority where necessary.

Leaders will review individual arrangements at intervals appropriate to the pupil's needs and will monitor whether education is suitable, sufficiently ambitious and actually accessible. The Governing Body will receive assurance about implementation while protecting confidentiality.

This policy will be reviewed annually by the Headteacher and SENDCo and approved by the Full Governing Body. It will be reviewed sooner if legislation, DfE guidance, Lincolnshire procedures or the school's context changes.

12. Complaints

Concerns about school arrangements should initially be raised with the Headteacher. Formal complaints will be considered under the school's published complaints procedure. Concerns about local-authority provision should be raised through Lincolnshire County Council's relevant process. Safeguarding concerns should be reported immediately through safeguarding procedures.

13. Related school policies

- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- SEND Policy and SEN Information Report
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Remote Education information
- Online Safety Policy
- Equality information and objectives
- Complaints Policy

Appendix 1: Individual planning checklist

Planning area	Questions to address	Agreed action / owner
Pupil and family voice	What matters to the pupil? What is manageable now?	
Health and evidence	What advice is available? What further information is proportionate?	
Education	What curriculum, teaching, feedback and resources will be provided?	
SEND and adjustments	What provision and reasonable adjustments are required?	
Safeguarding	Who supervises, records and reports concerns?	
Connection	How will contact with school, peers and events be maintained?	
Review	How will access, attendance, progress and wellbeing be evaluated?	
Reintegration	What are the steps, support, review dates and contingency plan?	

Approval record
Date approved: October 2026 Chair of Governors: Corinna Wright Headteacher: Neil Mitchell