



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

CURRICULUM DELIVERY SUITE

This policy will be reviewed and updated by the governing body at least annually.
All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Date signed off by full governing body: 17th October 2023

Signed Daniel Brearey, Head teacher

Paul Mason, Chair of governors

Date next review due: October 2024

Introduction

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#): Assessment, feedback and marking

[Chapter 2](#): Educational visits

[Chapter 3](#): Home learning and remote learning with technology

[Chapter 4](#): Equality policy and information, including accessibility plan

[Chapter 5](#): SEND policy

[Chapter 6](#): Looked-After Children

[Chapter 7](#): Supporting children with medical conditions

[Chapter 8](#): Children with health needs who cannot attend school

[Chapter 9](#): Elective home education

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum contents suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

CHAPTER 1: ASSESSMENT, FEEDBACK AND MARKING

1.1 The role of assessment

We endeavour to support all pupils in making progress, while raising confidence and self-esteem. We see assessment as an important element in this. Assessment can take a range of forms, from relatively informal observations, discussions and group work, to marked work and feedback, to formal assessment of written work and tests (including summative assessments, such as weekly internal tests and national tests).

Every term, all pupils at school are formally assessed twice-yearly and their data are tracked. At points throughout the year, this information is shared with parents and as required with the local authority. Both teacher assessments and formal assessments (tests) are moderated by senior leaders to ensure parity. Following assessment, data are analysed in detail as part of pupil progress meetings held with all staff to identify pupils who may require further intervention and support and those who are making accelerated progress. The data analysis informs the SDP and SEF documentation and drives forward staff training and support packages within school.

Targets are set for particular year groups (normally Y2 and Y6). This approach helps us internally to track pupils for attainment and progress using a consistent approach in line with national standards. This means that we identify at an early stage any areas where groups of children or individual children are not progressing as expected, enabling us to adjust teacher planning to meet the needs of all children.

1.2 Effective feedback

The purpose of feedback is to enable pupils to grow and develop in their learning. It is therefore vital that it is delivered effectively. Feedback occurs at one of three common stages in the learning process: immediate feedback at the point of teaching; summary feedback at the end of a lesson / task, and; review after the lesson, often in written form. Feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we therefore place considerable emphasis on the provision of immediate feedback. Where feedback is based on reviewing work completed, the focus will often be on providing feedback so that the teacher can adapt teaching further.

Research from a range of organisations (including the Education Endowment Foundation, DfE, and the National Centre for Excellence in Teaching Mathematics) has highlighted that effective feedback does not have to be written; indeed, verbal feedback is often better because it is more immediate and frees up teacher time to focus on teaching and lesson-planning rather than marking. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

We therefore apply the following principles to our feedback.

- The sole focus of feedback and marking is to further children's learning; the purpose of feedback and marking is not to provide additional evidence for external verification, although this is clearly beneficial.
- Written comments are only used when they are accessible to students according to age and ability.

- Feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity, to maximise the positive impact on future learning.

1.3 Assessment in the Early Years

Evidence is collected through observation and discussion and recorded in pupils' learning journeys (SeeSaw). Photographic evidence is also collected, along with pupil quotations. These data are analysed and responded to termly as part of pupil progress meetings. Data are provided to parents and carers at the end of each year in line with government expectations.

1.4 Assessment in Key Stage 1 and 2 (English, Mathematics, Spelling and Grammar and Science)

Along with on-going teacher assessment, more formal assessment is done twice-yearly. Teacher assessments are entered onto the school's tracking system ((INSIGHT tracking) to show attainment and progress against targets. National assessment tests (SATs) are carried out at the end of Key Stages 1 and 2 and past papers are used each term by staff to inform teacher assessments. Assessment data are provided to parents once a year.

1.5 Assessment within other curriculum subject areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing if they are to make effective progress. Staff use formative feedback and, when appropriate, identify targets for pupils to work towards.

1.6 Roles and Responsibilities

| Roles | Responsibility |
|---------------------|--|
| Governors | Monitor whole-school progress data, with the support of the headteacher |
| Headteacher | Moderate assessments regularly (both internally and for external purposes) and provide data analysis reports to staff and governors. These reports will follow the two data snap-shots in the Autumn and Summer terms. |
| Teaching staff | Regularly assess pupils, provide feedback, adapt planning in line with assessments to ensure good progress for all, and provide assessment information for pupils and parents as well as school leaders |
| Teaching Assistants | Provide feedback to the teaching staff on pupil progress and attainment |
| Parents/carers | Support children at home with homework to have a positive impact on progress |
| Pupils | Complete all work to the highest of standards to make good progress in school |

CHAPTER 2: EDUCATIONAL VISITS

2.1 Overview

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. Each year the school arranges a number of educational activities and visits that take place off the school site and/or out of school hours, which support the aims of the school. These include:

- Out-of-hours clubs;
- Inter-school team sports, such as football and netball;
- Weekly swimming lessons;
- Regular nearby visits;
- Arts and cultural visits, such as theatres, museums, environmental activities, and;
- Residential visits and activities, which might be classed as adventurous.

All forms are available on [EVOLVE](#), from the Educational Visits co-ordinator (EVC) or on the school server.

2.2 Responsibilities

Under the statutory guidance, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfE requirements and LA guidelines. The EVC for Brampton Abbots is Mrs Herriott and for Bridstow: Mrs Wallin.

Specific EVC responsibilities include:

- liaising with the employer to ensure off-site activities meet policy requirements;
- ensuring that adequate risk assessments are in place;
- supporting the headteacher with approval procedures;
- assessing the competence of visit leaders and additional staff and organising training opportunities, where appropriate;
- keeping records of all visits and training.

The governing body will receive a termly update of visits that have taken place via the headteacher's report to governors.

2.3 Approval Procedure

All matters regarding each visit outside school require the prior approval of the headteacher and EVC. The school office should also be informed. It is essential that all visits have sound and clearly stated educational aims.

2.4 Parental Consent

Parents should be made fully aware of any likely risks of the visit and their management, so their consent (or refusal) is fully informed. The letter to parents should therefore give full details of the visit, the reason for the visit (educational aims), and transport arrangements. The letter should also state the cost of the visit per child (please see charging policy in the finance suite for further details).

2.5 Staffing

Competence: any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits, this will be assessed by the headteacher and/or EVC. Assessment of competence to lead adventurous activities will be undertaken by the local authority by means of Form EV3.

Ratios: As a general guide and in normal circumstances, the adult/child ratio should be:

- EYFS – 1:4
- KS1 – 1:6
- KS2 – 1:10

However, a professional judgement must be made for each visit, by the visit leader, EVC and headteacher, as supervision arrangements and the competence of supervisors are more important than staff-pupil ratio, and a range of characteristics relevant to the particular visit should determine the ratio. These are:

- the type, duration, and level of activity;
- the (e.g. medical, SEN and behavioural) needs of individuals within the group;
- the experience and competence of staff and accompanying adults;
- the nature of the venue;
- the (predicted and actual) weather conditions;
- the nature of the transport involved.

Supervision: Pupils must be supervised throughout all visits. However, there may be circumstances when they are unaccompanied by an adult (also known as remote supervision). The decision to allow remote supervision should be based on risk assessment and must take account of factors such as:

- pupils' age, responsibility, and prior experience;
- the nature of the venue / environment;
- the staff members' competence / experience.

All supervising adults must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care and be shown the completed educational visits paperwork.

During longer residential visits, it is essential that staff members work closely with external staff to maintain supervision of the children. An off-duty rota could be arranged with the visit leader so that at least 2 adults are on duty at all times.

2.6 Risk Assessment, including Educational Visits Checklist

Risk assessment is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the assessor's professional judgement, is deemed to be acceptable (i.e. low).

A risk assessment (including the Educational Visits Checklist, available at Appendix 2 or from the school office) must be completed before every trip. In considering risk, there are 3 levels of which visit leaders should be mindful.

- Generic risks are normal risks attached to any activity out of school. These will be covered by reference to the 'Educational Visits Checklist', and the school's risk assessment template (see estates policy suite).
- Event-specific risks include any significant hazard or risk relating to a specific activity that is not covered in the generic policies. These should be recorded on Form EV5.
- Ongoing risks are those which require monitoring throughout a visit and for which the response may change as circumstances change.

Staff must be aware of the needs and risks associated with individual pupils and not adopt a complacent attitude as a result of previous risk-free visits. Prior to any trip, all risk assessments

and visit details should be entered on the off-site forms located in the school office. The school has the support of Herefordshire [EVOLVE](#).

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in the 2014 OEAP updated to the DfE's 2001 '[Group Safety at Water Margins](#)' is relevant.

As long as school policy and [national guidance](#) are adhered to, any problem resulting in injury will normally be considered an accident.

2.7 Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc. If travel is by car, minibus or coach, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule. If any pupils are to travel by car, the driver must have appropriate insurance to ensure adequate cover in the case of an accident.

2.8 First Aid out of school

The level of first aid provision should be based on risk assessment. On all visits there should be a responsible adult who is trained in first aid. As a minimum requirement for residential visits, at least one member of staff should hold a First Aid Certificate. First aid kits are available from the office. If a party splits up during a visit, a kit should be taken for each group.

2.9 Emergency procedure

Visit leaders must take with them a copy of the emergency contacts which sets out the local authority's contacts for procedures to be followed in the case of an emergency and the procedures for supporting visit leaders and liaising with the local authority. An A4 copy of the emergency card / list is also found in each first aid kit used for visits and in the school office.

For visits that take place in school time, the office and EVC hold visit information including itinerary, venue details, names and emergency contact details for all participants, including staff. For visits outside school hours, the school administrator or delegated staff member must also hold this information or be able to access it quickly.

2.10 Evaluation

Within a week of a visit, the visit leader should evaluate the visit with the other supervising adults and inform the EVC of any aspects to be considered in future planning.

CHAPTER 3: HOME LEARNING AND REMOTE LEARNING WITH TECHNOLOGY

3.1 Purpose of home learning

The purpose of home learning is to:

- consolidate and reinforce skills and understanding, particularly in literacy and numeracy;
- extend school learning e.g. through additional reading;
- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school (see Home-School Agreement);
- take advantage of resources for learning of all kinds at home;
- encourage children as they get older to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

3.2 Approach to home learning

To ensure that there is clarity of expectation between home and school, home learning will fall into two broad types:

1. Practice of skills and knowledge, including 1:1 reading (to include discussions about what the child has read and understood), spelling practice (based upon the whole-school spelling scheme), and times tables practice (based upon each child's personal target), and
2. Additional homework. Amounts of homework will vary as children move through the school and may vary from week to week depending on whether there is a particular project they are working on. Your child's class teacher should be in touch with you about the amount of homework expected, but please talk to them if you would like further information. Some home learning will be marked formally, and other pieces of work will be discussed and used as a basis for further development. Records of home learning completed will be kept by all class teachers.

3.3 Remote Learning

Remote learning approaches have been developed during the Covid-19 pandemic. Should it be necessary for groups of children to be educated from home again, or for a teacher who is self-isolating to deliver from home to children in school, we will:

- use Zoom to deliver input sessions (where a class is split between learning in school and learning remotely, these will be led either by the teacher or HLTA);
- design Zoom sessions to maximise the opportunity for active involvement and discussion;
- use SeeSaw online platform to aid learning;
- design sessions so that children who are unsure can receive more support after others have set off to work on tasks;
- ensure that pupils attend lessons and contact parents if they do not;
- maintain activities outside lessons (e.g. assemblies, social activities) online wherever possible;
- ensure that all pupils are aware of how to remain safe online (see safeguarding suite);
- ensure that all pupils have access to appropriate devices to participate effectively in lessons, including providing devices from school where necessary.

Pupils at risk of safeguarding issues and those with SEND are much better supported in school, so we will always enable them to attend school in person whenever possible.

CHAPTER 4: EQUALITY AND ACCESSIBILITY PLAN, DATA AND OBJECTIVES

4.1 A whole-school approach

We aim to create an environment in which diversity is welcomed and all children and staff have an equal opportunity to flourish, free from discrimination.

We want each child to enjoy a full and busy school life, and to appreciate the value of friendship, respect and diversity. All staff members strive to ensure that each child achieves their potential academically, physically, emotionally and socially.

We want each staff member to feel valued, supported and enabled to develop.

To achieve this, equality, diversity and cohesion must be part of our day-to-day practice. As such, they are embedded throughout our core values, curriculum planning and policies.

4.2 Roles and responsibilities

Creating this environment is the responsibility of everyone in school.

It is the headteacher's responsibility to ensure that supporting tools are in place to enable this, that it is embedded into policies, and that information is monitored routinely to ensure that any equalities issues are identified and acted on promptly. The headteacher is supported by the governors in this role.

4.3 Equality data

To ensure that we are achieving our aim of creating this environment, we routinely monitor information to ensure that no groups of people are being left behind or treated unfairly, and to ensure that there are many opportunities to promote diversity and build understanding and respect.

This information also helps to ensure that we are fulfilling our commitment to the participation of pupils with disabilities in the curriculum and extra-curricular activities and to the equal access of pupils with disabilities to information and to the school's physical environment.

4.4 Accessibility plan

The equality plan also incorporates our accessibility plan, and therefore incorporates our work to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided, and;
- improve the availability of accessible information to disabled pupils.

Following discussions with pupils, parents and staff, we have identified the following as the most important priorities for this academic year.

Increasing the extent to which disabled pupils can participate in the curriculum:

To ensure children are accessing learning at their own target level through quality of teaching and interventions.

To ensure appropriate resources are acquired in order to support children with disability to access the curriculum and reasonable adjustments are made to facilitate this including ICT.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided:

To ensure that the school site is improved to further maintain access to the physical environment for pupils, staff and visitors with disabilities

To complete targets set through the accessibility audit from April 2020 (by headteacher)

Improving the availability of accessible information to disabled pupils:

Resources are created and acquired in order to ensure that communication is accessible to all. Communication in print is used throughout the school for symbol signage where necessary.

4.5 Equality objectives

The analysis summarised in 4.3 and 4.4 has highlighted the following areas of focus for us.

| Objective | Measure |
|---|--|
| Reduce the gap in attainment between Pupil Premium and Non-pupil premium children. | SATS results |
| To increase pupils' understanding of the range of ethnicities, religions and lived experiences both locally, nationally and internationally throughout the curriculum. | Teacher assessment |
| Ensure the school's Christian Vision and core values of 'Work Together, Grow Together, Flourish Together' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity (in all respects) as a strength of the school. | <u>Parent surveys</u> <u>Formative teacher assessment</u> <u>Pupil surveys</u> |

4.6 Equality and accessibility action plan

The following plan sets out how we will achieve the objectives set out in section 4.5. This plan is monitored every term by the headteacher, and reviewed annually by the headteacher and governors.

| Action | Who | By when | Notes |
|--|-------------------|---------------------------------------|-------|
| Objective 1: Reduce the gap in attainment between different minority groups (inc PP, EAL, etc.) to ensure all children have the opportunity to succeed. | | | |
| Data snapshots identify key target pupils and groups and ways to help target these pupils specifically | Head and Teachers | End of Autumn and End of Summer terms | |
| All TAs and teachers have specific suite of interventions to help address specific attainment issues. | | End of Autumn and End of Summer terms | |
| Regular review of key groups to ensure specific needs have been met | | End of each half term. | |
| | | | |
| Objective 2: To increase pupils' understanding of the range of ethnicities, religions and lived experiences both locally, nationally and internationally throughout the curriculum. | | | |

| | | | |
|---|---------------------------|---|--|
| Curriculum review planning (annual) to account for embedding a wide range of ethnicities and cultures into standard themes and topics | Curriculum leaders | Ongoing | |
| Weekly and monthly collective worship planning to actively address different ethnicities and lived experiences. | Clergy and School leaders | Ongoing each term | |
| RE curriculum to ensure that all key religions are covered (based upon SACRE Agreed Syllabus) | RE Leads | Part of RE review work | |
| Objective 3: Ensure the school's Christian Vision and core values of 'Work Together, Grow Together, Flourish Together' are at the heart of our activities and that the curriculum reflects our inclusive ethos which recognises diversity (in all respects) as a strength of the school. | | | |
| School Development Plan redesigned to take account of vision and values update | School leaders | By end of Summer term for following academic year | |
| Core school documentation and practices to account for vision statement (part of review cycle) | Head and Gobs | Ongoing | |
| Curriculum review accounts for a diverse view of the modern local, national and international pictures | | Part of all subject reviews | |
| | | | |

CHAPTER 5: SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

5.1 Overview

The school is committed to offering a range of support to those pupils with: communication and interaction difficulties; cognition and learning difficulties; social, mental, and emotional health needs; or sensory/physical or medical needs (see chapter 7 for further details on how we support pupils with medical conditions). The range of support deployed will be tailored to individual needs following thorough assessment, including recognising that some children may have a Special Educational Need or disability (SEND) that requires additional resources and/or provision beyond that of the normal classroom.

In line with our Christian ethos, we want to empower every child to achieve their potential. This means that we aim to create an environment which meets the special educational needs of each class, ensuring that pupils have a voice in this process. We will work with parents/carers to enable them to play their part in supporting their child's education.

The Special Educational Needs & Disabilities Coordinator (SENDCo) for Brampton Abbots is Mrs Claire Lewis, and for Bridstow is Mrs Catherine Shuck. Their role is to coordinate and work with children, families, other relevant professionals/specialists, and the SEND link governor, to meet the needs of all learners with a SEND. The SEND link governor for both schools is Ms Eleanor Kercher. Her role is to provide appropriate challenge and oversight to ensure that the principles of this policy and the accompanying SEND Information Report are applied effectively.

We aim to:

- identify and assess children with SEND as early as possible to meet their needs, including ensuring that all procedures for identifying children with SEND are known and understood by everyone;
- provide support and advice for all staff working with pupils with SEND;
- provide all children with access to the curriculum at an appropriate level such that each child's learning and achievements are maximized at every stage of their primary school career.

5.2 SEND INFORMATION REPORT

5.2.1 Identifying SEND and putting appropriate support in place

The school regularly and carefully reviews the quality of teaching for all pupils, including those who are at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. There are four broad areas of SEND:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory, physical or medical needs.

Children and young people with SEND may need extra help with:

- thinking and understanding;
- physical or sensory needs;
- emotional or social needs, including how they relate to and behave with other people;
- difficulties with speech and language.

These broad areas give an overview of the range of needs that are planned for in school. The purpose of identification is to work out what action the school needs to take to meet the needs of a pupil, not to fit a pupil into a category.

Identifying behavioural issues as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child's behaviour are considered in line with the identification of any underlying need(s) which should be addressed.

We identify the needs of pupils by considering the needs of the whole child, which will include not only the special educational needs of the child or young person. Where a pupil has specific needs, we will first seek to support them through high-quality teaching and (where relevant) dedicated support from teaching assistants and specialist staff. In line with the Code of Practice, we only record pupils' needs on the SEND register if they do not make adequate progress once this personalised support has been put in place.

5.2.2 Recording a pupil on the SEND register

The class teacher, the SENDCo and the headteacher (where appropriate) consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. When appropriate, specialist assessment tools deployed by the SENDCo will be used to assess the specific needs of an individual. This process follows the ASSESS – PLAN – DO – REVIEW cycle to ensure that a child's needs are being met most effectively. At all stages of the process, parents/carers, families, children, and young people are involved through consultation and regular formal and informal opportunities to discuss short-term and longer-term progress and targets. If appropriate, the class teacher, in liaison with the SENDCo, will write a child-centred plan for an individual with multiple needs that can be more easily understood by the teacher in order to deliver provision effectively.

5.2.3 Managing the needs of children on the SEND register

Each child's educational programme will be planned by the class teacher and will be differentiated to suit the individual needs of pupils in the class. This may include additional support from the class teacher or a teaching assistant. If a child has more specific needs relating to an area of their education, then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to each pupil's needs. These interventions will be recorded on the child-centred plan which records the impact. If there are queries related to these interventions, the class teacher or SENDCo should be contacted.

Occasionally, a child may need more expert support from an outside agency. In these situations, a referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support will be recommended and implemented in consultation with the parents/carers and the child.

The interventions will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning. Pupil progress meetings are held each term, which identify how pupils are progressing over time and provide an opportunity for the teacher, headteacher, SENDCo and governors to highlight any potential barriers to learning that a child or children might be experiencing, in order further to support an individual or group of children. Annual reports are sent home to parents/carers, but we pride ourselves on close liaison with parents/carers and provide termly reviews to discuss the progress of the child. If we have a concern about a child, we will contact the parent/carer immediately to discuss how best to support a child's learning, without waiting for an annual report or termly review.

The school's 'SEND Information Report' gives information for parents to understand what we provide as a school to support SEND. For more information about services offered at a county level, please refer to the local authority's [webpage on children with special educational needs and disabilities](#), including the [Local Offer](#). Contact details of specific agencies can be found [here](#).

5.2.4 Education, Health and Care Plans (EHCPs)

Following advice from an educational psychologist or other professional, the school and parents/carers may consider that help is needed beyond the school's own resources. In this case, the SENDCo completes the form requesting statutory assessment for an EHCP. If the panel agrees to proceed with an EHCP, the SENDCo prepares further documentation about the child, which is sent to the local authority and, in consideration with similar documents from other involved professionals, an EHCP is completed. The class teacher in conjunction with the SENDCo is then responsible for drawing up a clear implementation plan to deliver the school's portion of the EHCP. EHCPs should be reviewed at least annually.

5.2.5 Roles and responsibilities

| Role | Responsibilities |
|---------------------|---|
| SENDCo | <ul style="list-style-type: none"> • to monitor the needs of children with SEND, together with the class teachers, headteacher and link governor; • to assist with and advise on the teaching and assessment of children with SEND; • to ensure that the impact of SEN interventions is assessed for each pupil; • to ensure child-centred plans are written when needed; • to organise annual EHCP reviews and regular Learning Passport reviews; • to meet regularly with the headteacher to discuss individual children, resources and use of time, including discussing and potentially applying for additional high-needs top-up funding; • to advise on the level of support and on appropriate resources and strategies to support learning; • to liaise with children and families in relation to the support they receive and to ensure that they are fully part of the process; • to ensure that the school's SEN register & provision map is updated regularly; • to lead the annual review of the SEND policy; • to make contact with outside agencies to provide support for children with SEND; • to lead InSeT and JCBs (weekly staff training opportunities) on SEND; • to keep his or her own skills updated by reading, researching and continuing professional development; • to report to governors if requested to by the headteacher or governing body. |
| Class teachers | <ul style="list-style-type: none"> • to know which pupils in their class are on the SEND register, and for what needs; • to liaise with children and families in relation to the support they receive; • to ensure that the headteacher and other colleagues are aware of specific needs; • to write Support Plans, where appropriate, with the support of the SENDCo; • to ensure that Support Plans are reviewed with the parents/carers and child at least twice a year; • to ensure that TAs are supporting pupils in their class, as directed. |
| Teaching Assistants | <p>Under the guidance of the class teacher and SENDCo to:</p> <ul style="list-style-type: none"> • to carry out activities and learning programmes planned by the class teacher and / or the SENDCo; |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> • to keep records of this work as requested; • to support children in class or by withdrawing individuals and small groups; • to attend undertake Continuous Professional Development where appropriate; • to be fully aware of the school's SEND policy. |
| Governors | <ul style="list-style-type: none"> • to ensure that SEND provision is an integral part of the school; • to have a named governor responsible for the implementation of the SEND policy; • to have up-to-date knowledge about the school's SEND provision, including funding; • to have due regard to the Code of Practice when carrying out the governing body's duties towards all pupils with SEND; • to be fully involved in developing and monitoring the SEND policy; • to know how equipment and personnel resources are deployed. |

5.3 Training

All staff, including the SENDCo, will have their training needs reviewed on an annual basis. Reviews will also follow any monitoring of SEND provision or of teaching and learning where SEND priorities are flagged. Clear action plans will be drawn up to ensure that all training is up to date.

CHAPTER 6: LOOKED-AFTER CHILDREN

6.1 Purpose

This document sets out the school's approach to making sure we provide appropriate support to children who are, or have been, looked after by the local authority. Evidence shows that children who are or have been looked after have often had fragmented education and are more likely than average to have special educational needs. This means that additional support is often required to enable them to achieve their potential.

Children will always be involved as fully in any plans for them as is appropriate, depending on the circumstances and age and understanding of the child.

6.2 Designated teacher

The headteacher is the designated teacher and central point of contact and is responsible for promoting the educational achievement of looked-after children and previously looked-after children, in line with [statutory guidance](#).

The designated teacher is appropriately trained, has the relevant qualifications and experience to perform the role, and has appropriate time designated to undertake updated training as needed.

As part of their role, the designated teacher will:

- work closely with the Deputy Designated Safeguarding Leads to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to;
- work with Virtual School Heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their Personal Education Plans (PEPs), which are created with the child's social worker;
- work with class teachers to ensure that children are appropriately supported;
- work with children who are or have been looked after, and their parents, carers or guardians, to ensure that appropriate support is in place, to encourage aspirations, and actively to listen and support children;
- have lead responsibility for the development and implementation of looked-after children's PEPs within school, in partnership with others as necessary;
- have lead responsibility for developing a plan to meet any special educational needs of children who are or have been looked after;
- promote a school culture which is supportive of, and has high expectations, for children who are or have been looked after;
- monitor the impact of policies and support on the outcomes for children who are or have been looked after.

6.3 The role of class teachers

The designated teacher and Deputy Designated Safeguarding Leads will ensure that the appropriate staff members have information about the child's legal status, contact arrangements with birth parents, and care arrangements. This will include being clear on who has parental responsibility, and what authority has been delegated to carers.

The designated teacher will support and provide training to class teachers to enable them to provide children with appropriate support. This includes making sure that all staff members:

- have high expectations of looked-after and previously looked-after children's learning, and set targets to accelerate educational progress;
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families, are aware that some children may find it difficult to build relationships of trust with adults because of their experiences, and understand how this might affect the child's behaviour;
- understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogenous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- have the level of understanding they need of the role of social workers, Virtual School Head and carers, and how the function of the PEP fits into the wider care planning duties of the local authority which is responsible for the child;
- for previously looked-after children, understand the importance of involving the child's parents and/or guardians in decisions affecting their child's education, and be a contact for parents, carers or guardians who want advice or have concerns about their child's progress at school;
- effectively support transitions to the next phase of a child's education to minimise disruption, e.g. when moving schools.

6.4 The role of the governing body

The governing body should be satisfied that the school's policies and procedures ensure that children who are or have been looked after have equal access to:

- the national curriculum
- public examinations
- careers guidance
- additional (educational) support
- extra-curricular activities.

6.5 Removing barriers

A key part of the designated teacher's role is to ensure that there are no unintended barriers to children who are or have been looked after in achieving their potential. This includes:

- considering whether there are any barriers to admission of looked-after and previously looked-after children either at normal transition times or at any other point of the school year;
- reviewing and putting in place support to enable looked-after and previously looked-after children to achieve their academic potential, for example:
 - reviewing whether they have made the expected or better levels of educational, social and emotional progress over the past twelve months in line with their peers;
 - reviewing whether any looked-after and previously looked-after children are identified as gifted and talented and how those needs are being met;
 - ensuring any special educational needs and disabilities (SEND) are identified and met at the appropriate level;
 - maximising the impact of Pupil Premium (PP) funding on the educational achievement of looked-after and previously looked-after children;

- ensuring that the social and emotional needs of children who are or have been looked after are being met, for example:
 - identifying whether any looked-after or previously looked-after children face additional safeguarding challenges of which the Designated Safeguarding Leads should be aware;
 - identifying whether any looked-after and previously looked-after children have mental health needs and whether those needs are being identified and met;
 - monitoring whether the pattern of attendance and exclusions for looked-after and previously looked-after children is different from that of other children at the school, and – if so – how support can be put in place to address this (see exclusions policy for how we aim to reduce any possibility of exclusion for children who are or have been looked after);
- iii. considering whether the school’s policies effectively meet the needs of children who are or have been looked after, including for example:
- whether the policies are sensitive to the needs of the looked after children, e.g. in accessing learning out of school hours or respecting the child(ren)’s wishes and feelings about their care status;
 - whether the policies support teachers to meet needs as identified in their personal education plans (PEPs);
 - whether the school’s behaviour management policy is sufficiently flexible to respond to looked-after and previously looked-after children’s challenging behaviour in the most effective way for those children;
 - whether policies such as charging and remissions have an unintended impact;
 - whether extended school activities are equally accessible to looked-after children.

6.6 Multi-agency working

Co-ordinated through the designated teacher, school staff will engage with colleagues from other agencies and facilitate their work. This will include virtual schools, social care, health, carers and alternative education providers, and will include playing a full role in developing and implementing the child’s PEP. The school will make every effort to ensure that any necessary alternative provision meets DfE guidance within the framework of local authority provision.

All school reports for children who are or have been looked after will be shared with the child’s social worker, who will advise on whether they should also be shared with the child’s parents.

6.7 Monitoring the effect of support

The designated teacher reports every term (in terms in which there are children who are looked after or have been looked after in school) to the full governing body on:

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed-term/permanent exclusions;
- individual pupil destinations.

CHAPTER 7: SUPPORTING PUPILS WITH MEDICAL CONDITIONS**7.1 Overview**

In line with our vision to ensure that all pupils have the opportunity to grow and flourish, we make sure that all pupils are properly supported so that they have full access to education, including school trips and physical education. We will never deny a child a place in our school because we have not made appropriate arrangements for their medical conditions, and we will ensure that, once in school, pupils with medical conditions are supported to access the same opportunities as any other child.

7.2 Roles and responsibilities

| Role | Responsibilities |
|---------------|---|
| SENDCo | <p>Work with headteacher to make suitable arrangements for staff training either; a) before a child starts at the school with a known medical condition, b) notification is received that there is a potential medical condition, or c) a diagnosis has been made for a pupil currently in school.</p> <p>Work with the school office to maintain a central record of staff training and track when training is near expiring</p> <p>Share information about medical conditions with school staff (teachers, support assistants, lunchtime supervisors) – including compiling a register of pupils with medical conditions and provision map</p> <p>Meet with the parents of pupils who require 1:1 support to ensure that they are aware of changes to staff</p> <p>Be the key point of contact with parents, teachers, pupils and healthcare professionals</p> <p>Work with headteacher to monitor Individual Healthcare Plans (IHPs)</p> |
| School office | <p>Work with the SENDCO to maintain a central record of staff training</p> <p>Arrange cover in the case of first aid staff absence</p> |
| Headteacher | <p>Ensure that this policy is developed, reviewed and effectively implemented, including that all staff are aware of the policy and their role in its implementation</p> <p>Ensure, with SENDCo, that staff members who need to know are informed of medical conditions and IHPs</p> <p>Ensure, with SENDCo, that sufficient staff members are trained and competent</p> <p>Ensure that there is appropriate insurance</p> <p>Ensure that the IHPs are updated regularly</p> <p>Make cover arrangements in the case of 1:1 staff absence</p> |
| School staff | <p>Consider the needs of pupils with medical conditions that they teach and ensure they are supported to engage fully in class</p> <p>Attend training (where necessary)</p> <p>Be aware of medical conditions of pupils they teach, and the IHPs (NB teachers are not required to administer medicines)</p> |
| Pupils | <p>Provide information about how their condition affects them</p> <p>If possible, be involved in developing their IHP</p> |

| | |
|---|---|
| Parents | Provide the school with up-to-date information Be involved in all decision-making Carry out any actions that they have agreed to. |
| School staff in charge of off-site visits | Include needs of children with medical conditions in risk assessments for off-site visits |
| EVC | Ensure that risk assessments for off-site visits have been completed, obtain sign-off as needed from senior staff and enter onto EVOLVE |
| Governing body | Approve this policy and oversee its implementation Ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported Ensure that the arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions in school Ensure that IHPs are reviewed at least annually or earlier if evidence is presented that the child's needs have changed Ensure that sufficient staff have received suitable training Ensure that adequate adaptations are made to the school environment so that pupils with disabilities can fully access the school. |
| School nurses | Inform schools when a medical condition has been diagnosed, which will require support in schools Support staff on implementing an IHP Provide advice and information to support the school. |
| Other healthcare professionals, e.g. GPs and paediatricians | Notify the school nurse of any diagnosis Provide support/advice on developing an IHP. |
| Local authority | Promote co-operation between relevant partners Provide support, advice and guidance |

7.3 Working together with pupils, parents and medical professionals

The school will work with pupils, parents/carers and health and social care professionals to ensure that the needs of children with medical conditions are effectively understood and supported. This will include developing an understanding of how medical conditions impact on a child's ability to learn and the support they need to enable them to take a full part in school life, as well as increasing their confidence and ability to self-care.

All parents will be asked to complete a 'Notification of Medical Conditions' proforma, and they will be required to update the school of any changes. All information will be gathered and a 'Pupils with Medical Conditions' pack and provision map will be compiled, as well as Individual Healthcare plans where necessary. A copy of the register and provision map will be kept in each classroom. If cover/supply staff are in a classroom, this document will be left with teaching notes. All necessary staff will be informed of the pupils that they need to be aware of, and the Individual Healthcare Plans that are in place.

After discussion with parents, children who are competent are encouraged to take responsibility for managing their own medicines and procedures. Wherever possible, children are allowed to carry their own medicines and relevant devices or should be able to access their medicines for self-medication quickly and easily. Children who can take their medicines themselves or manage procedures may require an appropriate level of supervision. If it is not suitable for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them.

A record will be kept of all medicines that are administered to a pupil, using forms available from the school office. Parents will be informed if their child has been unwell at school.

Any medical information that we have about a pupil will be passed on to other schools during transitions and our headteacher or SENDCo will liaise as appropriate with the new school to ensure that the transition is as smooth as possible.

7.4 Individual Healthcare Plans (IHPs)

Individual Healthcare Plans help to ensure that the school effectively supports pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will need one and the school, healthcare professional and parents should agree based on evidence if an IHP is appropriate. If consensus cannot be reached, the headteacher will make the final decision. In some cases the plan will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority. Consideration may also be given to how children will be reintegrated back into school after periods of absence.

7.5 Supporting pupils to take a full part in school life

School staff should use their discretion and judge each case on its merits with reference to the child's IHP, but it is generally encouraged that we:

- treat each child as an individual and make suitable arrangements to support children to participate; including not creating unnecessary barriers such as sending children home for lunch or for any other reason or requiring parents to accompany their child on school trips or attend school to administer medicine or provide medical support including toileting needs;
- enable children to access their inhalers and medication easily and administer their medication when and where necessary;
- enable pupils to drink, eat or take toilet or other breaks whenever they need to in order to manage their condition effectively;
- respect the views of the child or their parents, and take into account medical evidence or opinion;
- if a child becomes ill, send them to the school office or medical room with a suitable person to accompany them;
- be understanding about a child's attendance record if their absences are related to their medical condition, e.g. for hospital appointments;
- develop a plan to support a child who returns to school after an extended absence, recognising that they will not only have lost learning time but also opportunities to build friendships.

7.6 Managing medicines on school premises

- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to.
- No child will be given prescription or non-prescription medicines without written parental consent.
- No child will be given medicine containing aspirin unless prescribed by a doctor.
- Medication will never be administered without first checking maximum dosages and when the previous dose was taken.
- Where clinically possible, parents are asked to request that medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.
- We will only accept prescribed medicines that are in-date, labelled and provided in the original container as dispensed and with instructions for administration, dosage and storage.
- All medicines will be stored safely. Medicines and devices such as inhalers, blood glucose testing meters and adrenaline pens will be always readily available and not locked away.
- Medicines which are prescribed and need to be taken during school hours will be locked away and accessible only to named staff; doses administered will be witnessed by 1 other member of staff and a recorded kept.
- When no longer required (or out-of-date), medicines will be returned to the parent to arrange for safe disposal. Sharps boxes will always be used for the disposal of needles and other sharps.
- The school will regularly check medicines that are held in school.
- The school may hold asthma inhalers for emergency use.

7.7 Emergency procedures

Where a child has an IHP, this will clearly define what constitutes an emergency and explain what to do. Other pupils will also know what to do in general terms, such as informing a teacher immediately if they think help is needed.

If a child is taken to hospital, staff will stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance.

The school's emergency evacuation plan details that staff should have medication in a 'grab bag' within the school office. This should be taken out with the class at any time when the fire alarm is raised.

7.8 Day trips, residential visits and sporting activities

Teachers should be aware of how a child's medical condition will effect their participation in off-site school activities. There should be flexibility for all children to participate according to their own abilities and with any reasonable adjustments. The school will carry out a risk assessment for any pupil with a medical condition so that planning arrangements take account of any steps needed to ensure that pupils are included. This will require consultation with parents and pupils, and advice from the relevant healthcare professionals. Reference will also be made to the Health and Safety Executive guidance on school trips.

7.9 Other issues for consideration

Defibrillators – quick action in the case of heart attack can save lives. The nearest publicly accessible defibrillator to Brampton Abbots is at John Kyrle High School and the nearest to Bridstow is...at the Village Hall. Once this is done, the local NHS ambulance service will be informed, and key first aid staff will be trained in its use. Basic first aid and CPR will be promoted throughout the school community.

CHAPTER 8: CHILDREN WITH HEALTH NEEDS WHO CANNOT ATTEND SCHOOL**Chapter 8.1 Overview**

Due to the nature of their health needs, some children may not be able to attend school. This may include those with physical health issues, physical injuries, mental health needs (including anxiety), emotional difficulties or school refusal, progressive conditions, terminal illnesses, or chronic illnesses.

Children who are unable to attend mainstream education for health reasons may attend a hospital school or Medical PRU or receive home tuition. Where appropriate, the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough. We will take a continuing role in a pupil's education whilst they are not attending the school and will work with the local authority, healthcare partners and families to ensure that all children with medical needs receive the right level of support to enable them to maintain links with their education.

8.2 Roles and responsibilities

| Role | Responsibility |
|-----------------|---|
| Local Authority | <p>Arrange provision for pupils who are going to be away from school for 15 days or more (or satisfy themselves that arrangements made by the hospital or school are adequate)</p> <p>Ensure all relevant people and organisations are aware of who the educator will be, and make sure they are in touch with school to ensure continuity</p> |
| Governing body | <p>Ensure that arrangements for pupils who cannot attend school as a result of their medical needs are in place and are effectively implemented</p> <p>Ensure the termly review of the arrangements made for pupils who cannot attend school due to their medical needs</p> <p>Ensure that the roles and responsibilities of those involved in the arrangements to support the needs of pupils are clear and understood by all.</p> <p>Approve and review this policy on an annual basis.</p> |
| Headteacher | <p>Notify the Local Authority when a pupil is likely to be away from the school for a significant period of time due to their health needs.</p> <p>Work collaboratively with parents and other professionals to develop arrangements to meet the best interests of children and ensure that the arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.</p> <p>Appoint a named member of staff who is responsible for pupils with healthcare needs and liaises with parents, pupils, the local authority, key workers and others involved in the pupil's care.</p> <p>Supply pupils' education providers with information about the child's capabilities, progress and outcomes.</p> <p>Keep pupils informed about school events and encourage communication with their peers.</p> <p>Provide a link between pupils and their parents and the local authority.</p> <p>Ensure that the support put in place focusses on and meets the needs of individual pupils.</p> <p>Monitor pupil progress and reintegration into school.</p> |

| | |
|---------------------------------|--|
| Teachers and non-teaching staff | <p>Understand confidentiality in respect of pupils' health needs.</p> <p>Understand their role in supporting pupils with health needs and ensuring they attend the required training.</p> <p>Ensure that they are aware of the needs of their pupils through the appropriate and lawful sharing of the individual pupil's health needs.</p> <p>Ensure that they are aware of the signs, symptoms and triggers of common life-threatening medical conditions and know what to do in an emergency.</p> <p>Keep parents informed of how their child's health needs are affecting them whilst in the school.</p> |
| Parents | <p>Ensure the regular and punctual attendance of their child at the school where possible.</p> <p>Work in partnership with the school to ensure the best possible outcomes for their child.</p> <p>Notify the school of the reason for any of their child's absences without delay.</p> <p>Provide the school with sufficient and up-to-date information about their child's medical needs.</p> <p>Attend meetings to discuss how support for their child should be planned.</p> |

8.3 Managing absences

Parents are asked to contact the school on the first day their child is unable to attend due to illness. Absences due to illness will be authorised unless the school has genuine cause for concern about the authenticity of the illness. The school will monitor pupil attendance and mark registers to ensure that it is clear whether a pupil is, or should be, receiving education other than at school.

The school will provide support to pupils who are absent from school because of illness for a period of up to 15 school days by liaising with parents/carers to arrange schoolwork as soon as the pupil is able to cope with it, or by providing part-time education at school. The school will give due consideration to which aspects of the curriculum are prioritised in consultation with the pupil, parents/carers, and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named person with responsibility for pupils with health needs will notify the local authority, who may take responsibility for the pupil and their education. Sometimes, the school will be able to make appropriate arrangements, or children will be educated in hospital; in these cases the local authority is unlikely to be significantly involved. For hospital admissions, the appointed named member of staff will liaise with the relevant education provider regarding the programme that should be followed while the pupil is in hospital. Where needed, the local authority will set up a personal education plan (PEP) for the pupil which will allow the school, the local authority and the pupil's education provider to work together. Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources.

Where absences are anticipated or known in advance, the school will liaise with the local authority to enable education provision to be provided from the start of the pupil's absence.

8.4 Support for pupils to remain in touch with school

Whilst a pupil is away from school, the school will work with the local authority to ensure that the pupil can successfully remain in touch with their school using methods such as school newsletters, emails, invitations to school events, cards or letters from peers and staff, and online conversations (e.g. Zoom) if appropriate.

8.5 Supporting pupils to return to school (reintegration)

When a pupil is considered well enough to return to school, the school will develop a tailored reintegration plan in collaboration with the local authority. The school will ensure that a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period. If appropriate, the school nurse will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the named member of staff, to ensure that they can prepare to offer any appropriate support to the pupil. For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents in the early stages of their absence. Reintegration plans may sometimes be phased over a long period of time, depending on the needs of the child.

The reintegration plan will include:

- the date for planned reintegration, once known;
- details of regular meetings to discuss reintegration;
- details of the named member of staff who has responsibility for the pupil;
- clearly stated responsibilities and the rights of all those involved;
- details of social contacts, including the involvement of peers and mentors during the transition period;
- a programme of small goals leading up to reintegration;
- follow-up procedures.

To help ensure that a pupil with additional health needs is able to return to school following an extended period of absence, the following are examples of adaptations that will be considered:

- access to additional support in school;
- a personalised or part-time timetable, drafted in consultation with the named staff member;
- online access to the curriculum from home;
- movement of lessons to more accessible rooms;
- places to rest at school;
- special exam arrangements to manage anxiety or fatigue;
- considering how friendship groups and peers may be able to assist pupils with health needs.

Following reintegration, the school will support the local authority in seeking feedback from the pupil and their parent/carer regarding the effectiveness of the process.

8.6 Information sharing

It is essential that all information about pupils with health needs is kept up-to-date. To protect confidentiality, all information-sharing techniques will be agreed with the pupil and their parents/carers in advance. All teachers, TAs, supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures. When a pupil is discharged from hospital or is returning from other education provision, the school will ensure that the appropriate information is received to allow for a smooth return to the school. The named member of staff will liaise with the hospital or other tuition service as appropriate.

Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the school will:

- ensure that this policy and other relevant policies are easily available and accessible;
- provide the pupil and their parents with a copy of the policy on information sharing;

- ask parents to sign a consent form which clearly details the organisations and individuals that their child's health information will be shared with and which methods of sharing will be used.

8.7 Training

Once a pupil's return date has been confirmed, staff will be provided with relevant training before the pupil's anticipated return. Healthcare professionals will be involved in identifying and agreeing with the school the type and level of training required. Training will be sufficient to ensure that staff are confident in their ability to support pupils with additional health needs. Parents/carers of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

8.8 Examinations and assessments

The named member of staff will liaise with the alternative provision provider over planning and examination course requirements where appropriate. Relevant assessment information will be provided to the alternative provision provider if required. Awarding bodies may make special arrangements for pupils with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses. Applications for such arrangements will be submitted by the school, or local authority if more appropriate, as early as possible.

8.9 Removing pupils from the school roll

A pupil who is unable to attend school because of their health needs will not be removed from the school register without parental consent and certification from the Medical Officer, even if the local authority has become responsible for the pupil's education. The school will only remove from the school roll a pupil who is unable to attend school because of additional health needs if:

- the pupil has been certified by a Medical Officer as unlikely to be in a fit state of health to attend school, and
- neither the pupil nor their parent has indicated to the school the intention to continue to attend the school.

CHAPTER 9: ELECTIVE HOME EDUCATION

Parents have a responsibility to ensure that their child receives an efficient, full-time education, suitable to age, ability, aptitude and any Special Educational Needs and Disabilities. Parents can choose to educate their child at home, if they are confident that they can meet these requirements.

If you are considering educating your child at home, please read [this guidance](#) from the local authority, which sets out issues to consider.

If you decide to home-educate, please write to the headteacher to let us know. We will then let the local authority know and they will contact you to discuss your plans for home-educating your child. We will keep your child's place open for at least 10 days in case you change your mind. If we have any safeguarding concerns, we are required by law to let the local authority know.

We are also happy to discuss with you the possibility of 'flexi-schooling' whereby your child is educated some of the time in school and some of the time at home. Please get in touch with the headteacher if you would like to discuss this.

Appendix 1: Legislation, Statutory Guidance and Good Practice Guidance

[DfE Assessment Principles: school curriculum, 2014](#)

[DfE Primary progress measures](#)

[Education Endowment Foundation: Teacher Feedback to Improve Pupil Learning, guidance report, 2021.](#)

[DfE Health and Safety on Educational Visits, 2018](#)

[Outdoor Education Advisory Panel: national guidance](#)

[SWGfL guidance on remote learning, 2021](#)

[DfE Remote education good practice, 2020](#)

[DfE Home Learning Environment, 2018](#)

[DfE Designated Teacher for Looked After and Previously Looked After Children, 2009 \(updated 2018\)](#)

[DfE Equality Act 2010: Advice for Schools](#)

[Guidance from the Equality and Human Rights Commission \(EHRC\)](#)

[EHRC Employment Advice](#)

[SEND Code of Practice 0-25 years](#)

[SEND Regulations 2014](#) (specifically, contents of the SEND Information report)

[DfE Guidance on supporting pupils with a medical condition](#)

[DfE Guidance on supporting pupils who cannot attend school due to health needs](#)