Aylesbury High School │ #AHSWalksTall

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AHS Policy on Students With Health Needs Who Can't Attend School

Status	Statutory	Date created	Spring 2024
Any other statutory names for this policy (where applicable)		Date first approved	Summer 2024
Responsibility for this policy (job title)	Deputy Headteacher	Date last reviewed	Summer 2025
Governors' Committee with responsibility for its review	FGB on first occasion. Then T&L	Frequency of review	Annually
Tick here if Bucks Policy attached in its entirety	No	To be put on the school website? (Yes/No)	Yes
Approval necessary	T&L		

Contents

1. Aims

This policy aims to ensure that:

- Suitable education is arranged for students on roll who cannot attend school due to health needs

- students, staff and parents/carers understand what our school is responsible for when education is being provided by the local authority

2. Legislation and guidance

This policy is based on the following legislation:

- The Education Act 1996

- The Education (student Registration) (England) Regulations 2006

It is also based on the following statutory guidance from the Department for Education (DfE):

- [Alternative provision](#)
- [Arranging education for children who cannot attend school because of health needs](#)

This policy also follows guidance provided by our local authority [here](#)

This policy complies with our funding agreement and articles of association.

3. Responsibilities of the school

3.1 If our school makes the arrangements

Initially, our school will attempt to make arrangements to deliver the same high standard of education for children with health needs who cannot attend school.

- **Who at AHS is responsible for making and monitoring these arrangements?**

The student's Head of Year will initially liaise with parents about a health need that means that a student cannot attend school. If there is a SEND need, they will involve our SENDCo. If there is a medical health need, they will also involve our matron. If there is a mental health and wellbeing need they will involve our Wellbeing Lead. Our DSL team meets weekly to review any students who are unable to attend school due to health needs.

Role	Responsibilities
Form Tutor	Early identification of concerns Keep in touch with students who are off school Contribute to their reintegration
Head of Year	Early identification of concerns Tracking of attendance concerns and communicating with Pastoral DHT, SENDCo and WB Lead Keep in touch with students who are off school Contribute to their reintegration
SENDCo	Identifies possible underlying SEND needs such as ASD Leads on provision of education Provides tailored academic support Oversees individualised plans and ensures 'assess, plan, do, review' cycle Ensures access to specialist support such as Educational Psychologists Work with Wellbeing Lead to ensure students receive the right support. Liaise with families and school staff on the above
Wellbeing Lead	Identifies underlying emotional factors such as anxiety or low mood Provides direct emotional support Works with student to develop coping strategies Supports reintegration Works with SENDCo to ensure students receive the right support. Liaise with families and school staff on the above
DHT Pastoral	Oversees the process Analysis of attendance patterns Lead discussion of EBSA at weekly DSL meeting

- **What sort of arrangements could be made?**

We will work together to agree on the best plan of action. This could involve:

- Creating a personalised support plan for long term absence
- SEND intervention
- A risk assessment to ensure safety
- Access to wellbeing support
- Sending work home (including L4L provision)
- A possibility of attending some lessons online (guidance to staff and parents [here](#))
- Meetings with pastoral, Wellbeing and / or SEND staff
- Coming in for some lessons on a part time timetable
- Doing some lessons in the SEND department
- One to one tutoring
- Organising alternative provision (See Appendix 1)

- **How we will reintegrate students back into school**

Our aim is to always reintegrate students back into school. This is done through meetings with parents and the student to create a bespoke plan. We aim to:

- Plan for consistent provision during and after the period of education outside the school, allowing the child to access the same curriculum and materials that they would have used in school as far as possible, including through digital resources

- Enable the child to stay in touch with school life (e.g. through meetings with key school staff such as Head of Year or form tutor, meetings with friends, access to clubs, newsletters, emails, digital learning platforms, social media platforms, invitations to school events or internet links to lessons from their school), and, where appropriate, through educational visits

- Create individually tailored reintegration plans for each child returning to school, which includes extra support to fill any gaps arising from the absence

- Consider whether any reasonable adjustments need to be made

- **How we will ensure students' safety**

- We complete a [risk assessment](#) to ensure that students at home or in AP are safeguarded. This includes confirmation from parents on supervision arrangements.
- We conduct the following [checks](#) with any AP settings
- We conduct regular home visits or other safety checks and visits to AP settings
- We ensure that a professional has had 'eyes on' a student at least fortnightly

3.2 If the local authority makes the arrangements

If our school cannot make suitable arrangements, or if it is clear that a child will be away from school for 15 days (consecutive or over the course of the year) or more because of their health needs, the local authority should become responsible for arranging suitable education for these children. When this does not happen, the school will continue to support the student and their family.

When the local authority arranges alternative education, the education should begin as soon as possible, and at the latest by the 6th day of the child's absence from school.

Where full-time education is not in the child's best interest for reasons relating to their physical or mental health, the local authority must arrange part-time education on whatever basis it considers to be in the child's best interests.

In cases where the local authority makes the arrangements, our school will:

- Provide to the local authority, at agreed intervals, the full name and address of any students of compulsory school age who are not attending school regularly due to their health needs

- Work constructively with the local authority, providers, relevant agencies and parents/carers to ensure the best outcomes for the child

- Collaborate with the local authority to ensure continuity of provision and consistency of curriculum, including making information available about the curriculum

- Along with the local authority, regularly review the provision offered to ensure it continues to be appropriate for the child and that it is providing suitable education

- Share information with the local authority and relevant health services as required

- When a child has complex or long-term health issues, work with the local authority, parents/carers and the relevant health services to decide how best to meet the child's needs (e.g. through individual support, arranging alternative provision or by them remaining at school, being supported at home and back into school after each absence)

- Where possible, allow the child to take examinations at the same time as their peers, and work with the local authority to support this

- Help make sure that the child can be reintegrated back into school successfully

- When reintegration is anticipated, work with the local authority to:

    - Plan for consistent provision during and after the period of education outside the school, allowing the child to access the same curriculum and materials that they would have used in school as far as possible, including through digital resources

    - Enable the child to stay in touch with school life (e.g. through newsletters, emails, digital learning platforms, social media platforms, invitations to school events or internet links to lessons from their school), and, where appropriate, through educational visits

    - Create individually tailored reintegration plans for each child returning to school, which includes extra support to fill any gaps arising from the absence

    - Consider whether any reasonable adjustments need to be made

4. Monitoring arrangements

This policy will be reviewed annually by the Deputy Head (Pastoral). At every review, it will be approved by the Teaching and Learning Committee.

5. Links to other policies

This policy links to the following policies, which can be found in the Governance & Policies page on our website:

- Accessibility plan

- Supporting students with medical conditions

- Attendance Policy

- SEND Annual Report

Appendix 1 Alternative Provision

What is Alternative Education Provision (AEP) ?
Education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. AEP can be provided by:
- Registered providers such as student Referral Units, Academies, Free Schools or Independent Schools, or other education providers who are OFSTED registered,
- Unregistered providers who are not OFSTED registered; these tend to be providers offering online tuition or bespoke packages of support.

From September 2025 we aim to bring this provision in-house and use our staff and staff from other grammar schools to deliver in person and online tutoring.

Quality Assurance for unregistered providers
AHS send a form to providers to establish:
- That staff have enhanced DBS checks
- The provider has a sound safeguarding protocol in place
- The provider has a current business continuity plan in place
- The provider can demonstrate flexibility to meet the needs of the student being referred
- The provider can submit evidence of engagement metrics such as attendance figures, learner involvement and achievement and will agree to update us on these
- The provider can demonstrate coherent pathways for transition and future learning
- The service level agreement

School Responsibilities
- To ensure the student is safe
- To establish a key link at the AP and to get regular updates on the student's progress
- To check daily attendance (via PSAs)
- To establish the nature of the intervention, its objectives and the timeline to achieve these
- Progress against these objectives will be frequently monitored in the AHS support plan, appropriate reviews are built in and continuity into the next stage in the child's life will be considered.
- AHS will maintain regular on-going contact with the provider, the student and the parent / carer, with clear procedures in place to exchange information, monitor attendance and progress and provide pastoral support.
- Regular visits will be made to the AP
- Where reintegration to the school is an objective, there will be agreement on how to assess when the student is ready to return and the school should provide an appropriate package of support to assist their reintegration.
- Students will remain on roll at AHS and encouraged to feel part of the school.
- Records will be kept on a student's progress in the provision, appropriate staff liaison arrangements should be in place, and appropriate mechanisms of challenge should be agreed.

Recording Attendance
- Code D for attendance at another registered provider such as Aspire or Hospital School
- Code B for attending unregistered AP that has been approved by the school

Appendix 2 - AHS EBSA Strategy

1.   What is EBSA?

Emotionally Based School Avoidance describes the difficulties that some children and young people have in attending school due to emotional factors. This can result in prolonged absences from school.

EBSA includes children and young people who:

- go to school but experience separation or social anxiety, and psychosomatic illnesses
- have frequent absences due to anxiety or illness
- are unable to attend daily
- EBSA may also be known as Emotionally Based School Non Attendance (EBSNA)

2.   Prevention

2.1 Auditing the school by monitoring children who are most vulnerable.

Early identification is crucial. We track attendance very closely and take note of any students we feel are at risk of EBSA so that we can intervene early. We use the Bucks EBSA Toolkit to identify students who are at risk of EBSA by looking out for the following signs:

Risk factors which increase the likelihood of EBSA occurring

Individual	Family	School
Social anxiety	Parent mental ill health	Learning needs not being identified/met
Difficulties with emotional literacy (awareness and regulation)	Siblings being educated at home due to illness or EBSNA	Requirement to engage with activities the child can't cope with. For example, talking in front of others and assemblies.
Separation anxiety (current or historic)	Absence of a parent	High noise levels
Worries about home situation/family	Family transitions	Difficulties with peer relationships
Being a young carer	Bereavement and loss	Bullying
Low self-confidence or esteem	limited social interaction	Poor relationship with staff
Physical illness/health needs	Parents appear easily stressed by their child's anxiety and/or are overprotective	Poor organisation/unpredictability in the child's classroom
Previous exclusions	Conflict/family dynamic	Harsh or unfair consequences from teachers

2.2 Developing preventative whole-school approaches that promote psychological well-being.

We have completed the Sensory Audit Tool to increase our awareness of how we can support students who might be at risk.

Other whole school approaches are recommended by Bucks and are built into our staff training programme.

3.   Intervention

The EBSA toolkit provides guidance and resources for professionals working in or with schools to develop an understanding of what leads children and young people to feel that they must avoid school. If we identify that EBSA is emerging we can take actions such as:

- Use the EBSA screening tool
- Make use of some of the other resources provided by Bucks such as Anxiety Scaling, the Incredible 5 Point Scale, The Blob People, The card sort and RAG rating.
- Create a support plan
- Provide support from our Specialist Autistic Teacher if applicable.
- Provide support from our Wellbeing Team if applicable
- The SENDCo discusses and seeks advice for students with our link EP and also the EBSA clinic.

4.   Returning to School

There is helpful guidance on this in the Bucks EBSA toolkit. Designing a successful plan is dependent on us having a good understanding of what underpins an individual child's EBSA. A good plan:

- Has small enough steps for the child to be comfortable before progressing
- Is child-led and reinforced by parents/carers and school
- Is based on what the child finds difficult, not necessarily by timetables or other contextual restrictions
- Progresses methodically from what the child finds the least to the most difficult
- Is supplemented by direct teaching and practice of anxiety management techniques

5.   Further Information can be found in the Bucks EBSA Toolkit Appendix here