

**Policy for the education of
children with medical needs**

Vision

Our vision is that all children and young people in the borough, whatever their age, ability, background or setting, will receive outstanding education. This vision is part of the wider Wigan Deal 2030 to ensure the best start in life for all children and young people.

Our aim is that all children and young people with medical needs in Wigan will have equal and timely access to quality provision that meets their needs.

To achieve this, we will:

- Provide a clear framework for schools, parents/carers, health and other professionals to put appropriate plans in place to enable children to access suitable education according to their individual needs.
- Develop best policy, practice, service and provision for children and young people with medical conditions across the local area.
- Ensure the graduated approach is embedded and delivered across all services that support children and young people with medical needs.

Definitions of medical needs in school:

Children's physical and/or emotional health and mental wellbeing needs may be broadly summarised as being:

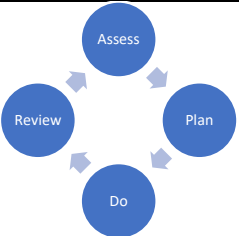


- **Short-term** - affecting a child's participation in or access to school activities because they are on a course of medication or recovering from an illness
- **Long-term** - potentially limiting a child's access to and participation in education and requiring extra care and support

The graduated approach:

There will be some children/young people who because of a physical and/or mental health and wellbeing need will need additional support, which is above and beyond the differentiated support offered to all children. There should be a graduated approach to this, with ongoing assessment, planning, doing and reviewing at every step of the way, gathering advice and support from appropriate agencies.

This approach is explained in the following diagram.

	What?	Who/Where?
Universal	<ul style="list-style-type: none">• Implement inclusive whole school approach where all pupils are welcome• Promote inclusive 'Quality First Teaching' where all teachers are responsible for all pupils• Systemic work undertaken by EPS and TESS, working with	<ul style="list-style-type: none">• School staff

	<p>other agencies when appropriate to do so, to support and develop inclusive practice</p>	<ul style="list-style-type: none"> • Targeted Education Support Service (TESS) /Education Psychology Service (EPS) • Other agencies such as Child and Adolescent Mental Health Service (CAMHS) link workers, Attendance officers, Ethnic Minority Achievement Service, Specialist Sensory Education Team (SSET), Virtual School Team (VST)
<p>Additional</p> 	<ul style="list-style-type: none"> • School staff undergo an 'Assess, Plan, Do, Review' cycle, identifying additional needs and making changes to provision • Schools seek support from appropriate agencies to identify need and make changes to provision • Specific teaching/SEMH support provided by agencies when appropriate • Support from alternative provisions made when 'Plan, Do, Review' cycle highlights the need 	<ul style="list-style-type: none"> • School staff • TESS, EPS, SSET, VST, EMAS, CAMHS Link Worker • TESS Specialist teaching / Specialist Social Emotional and Mental Health (SEMH) support, SSET, EMAS, VST • Outreach Service • Engagement Centre • Three Towers Alternative Provision Academy (TTAPA) • Vocational courses/provision for certain age groups.
<p>Severe and complex/ Specialist</p> 	<ul style="list-style-type: none"> • Education Health and Care Plan (EHCP) process initiated to identify all educational needs • Appropriate provision identified as part of the process • EHCP reviewed annually and additional advice sought when needed 	<ul style="list-style-type: none"> • Advice sought from appropriate agencies • Additional resources put into school to meet identified needs • Referral to resourced or specialist provision when necessary

The High Expectations for All (HEFA) guidance sets out information Wigan Council expects to be available for children and young people who have special educational needs or are disabled, including those who do not have an Education, Health and Care Plan.

[High Expectations for All \(wigan.gov.uk\)](http://wigan.gov.uk)

Roles and responsibilities

Schools

Schools are primarily responsible for meeting the educational needs of all pupils on roll. Schools must consider relevant legislation and guidance in relation to children/young people with medical needs for example:

- Section 100 of the Children and Families Act 2014
- Statutory guidance 'Supporting pupils at school with medical conditions – 2015'
- Special educational needs and disability code of practice 2015
- Equality Act 2010

This is not an exhaustive list as medical needs should not be considered in isolation but as part of a holistic approach.

Main points:

- governing bodies of maintained schools and proprietors of academies have a duty to make arrangements for supporting pupils at their school with medical conditions. This may include adaptations to the usual policies and procedures such as changes to the learning environment, attendance procedures etc.
- schools have a responsibility to make 'reasonable adjustments' to help children with medical conditions access their education
- all schools must have a policy for supporting pupils with medical conditions that is reviewed regularly and accessible to parents and school staff
- governing bodies/academy trusts must ensure that arrangements are in place to ensure that children with medical conditions can access and enjoy the same opportunities at school as any other child
- ensure that any alternative provision commissioned is of good quality and complies with safeguarding legislation and guidance [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342222/Keeping_children_safe_in_education_-_GOV.UK.pdf)

Schools need to work closely with the child and their family alongside the relevant professionals to plan how best to support individual children with medical conditions. Schools need to co-ordinate the education offer with therapeutic services the child/young person is accessing. Specialist local health teams may be able to provide support for children with particular conditions e.g., asthma, diabetes, epilepsy, mental health/neuro developmental conditions.

Wigan Council recommends that support for children is co-ordinated using an Early Help Plan, including all agencies involved with the child, see [Thresholds of Need \(wiganlscb.com\)](http://www.wiganlscb.com) Schools may also use individual healthcare plans.

Schools are responsible for ensuring that a plan is in place with agreed purposes and success criteria incorporating realistic and achievable targets.

Wigan Council

Wigan Council also has responsibilities in relation to children with medical needs:

- Section 19 of the Education Act 1996
- Statutory guidance 'Ensuring a good education for children who cannot attend school because of health needs – 2013'
- Special educational needs and disability code of practice 2015
- Equality Act 2010

This is not an exhaustive list as medical needs should not be considered in isolation but as part of a holistic approach.

Main points:

- To ensure every child/young person is offered the opportunity to have access to a full time education offer irrespective of their need, to enable them to thrive, achieve and make a positive contribution.
- Provide support to schools to arrange suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision.
- Ensure that appropriate full-time education (or as much education as a child is capable of accessing) is provided as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. Where the education offer is less than full time that a flexible and adaptable plan is in place to meet the child/young person's needs.
- Ensure that the education provision commissioned by Wigan Council is of good quality and allows children to reintegrate back into school as soon as possible.

These duties apply whether the child is on the roll of a school or not and whatever type of school they attend.

Where a child's needs cannot be met by their school making 'reasonable adjustments' and providing additional support, and the school can provide evidence of strategies used, professionals involved, and current medical advice Wigan Council will consider assisting schools to enable a child with a medical condition to access their education.

Where Wigan Council agrees to assist, the school retains overall responsibility for the child's education. Schools must oversee their pupil's education offer, regularly review suitability and make plans for reintegration to school. Schools will be charged the equivalent level of pupil-based funding for any temporary alternative provision provided by Wigan Council.

Individual planning

Schools have a duty to make 'reasonable adjustments' to make sure that a child with medical needs is not discriminated against.

Many reasonable adjustments are inexpensive and may involve a change in practice. Others may involve delivering education in a different way or providing additional support or equipment. Schools will need to take into consideration:

- Individual needs and advice from medical professionals
- What type of adjustment is needed and how it will be provided
- The resources of the school
- The financial cost and practicality of making the adjustment, including health and safety requirements
- The extent to which the adjustment may be effective
- Access to the curriculum
- The interests of other pupils and staff

Full-time education should be equivalent to the education they would receive in school. This may vary from case to case and could include a blended learning offer dictated by the child/young person's individual needs.

Involvement of children/young people and their parents/carers

When planning provision for a pupil with medical needs, the views of the child/young person and their parents/carers should be central and take into account their current needs and future aspirations.

The United Nations Convention on the Rights of the Child states:
Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13).

[Voice of the Child / Young Person \(wigan.gov.uk\)](http://wigan.gov.uk)

It is important that relationships of trust are established and maintained to help children/young people with medical needs and their parents feel safe. Any decisions need to be fully informed with clear, accurate information. Children/young people and their parents/carers need to be empowered to collaborate effectively with schools and medical professionals to put in place effective education packages which are regularly reviewed and updated as appropriate.

It is vital that children/young people maintain regular communication and positive links with their peers and school staff. The plan to support the education of a child/young person needs to detail how the school will keep in touch and help them continue to feel a valued part of the school community.

Support services

Schools can request support from a wide range of services for training and advice about meeting the needs of pupils with medical needs and or/to facilitate engagement with children and their families. Details of these can be accessed at:

[SEND Local Offer \(wigan.gov.uk\)](http://wigan.gov.uk)

[Educational support \(wigan.gov.uk\)](http://wigan.gov.uk)

[Wigan Family Information Services Directory \(openobjects.com\)](http://openobjects.com)

Alternative Education provision

As part of a child/young person with medical needs' bespoke education package schools may consider alternative education provision. Alternative provision is not intended to be a long-term alternative to mainstream education.

[Engagement centres \(wigan.gov.uk\)](http://wigan.gov.uk)

[Medical Needs - TTAPA](#)

In patient provision

Wigan Council's commissioned Alternative Provision Provider, Three Towers Alternative Provision Academy, provides online learning material for children who are in-patients on Rainbow Ward at the Royal Albert Edward Infirmary. Patients can access the online resources supported by ward staff. Three Towers staff also attend the ward 4 afternoons each week to deliver lessons to those children fit enough to attend.

Whilst in-patients have access to 25 hours online provision the actual hours of learning are always determined by the health of the child and may vary from day to day depending on medical advice and so is determined by ward staff.

Children with life-limiting and terminal illness

Wigan Council and schools will continue to provide education for as long as the child's parents/carers and medical professionals deem it appropriate, If the child and parents/carers wish to withdraw from education their wishes will be respected, if the decision is supported by medical advice.

Wigan Council named officer

Wigan Council must have a named officer who is responsible for the education of children with additional health needs. In Wigan the named person is:

Rachel Clemow, Service Manager for Inclusion

Email: pupilinclusion@wigan.gov.uk

Telephone: 01942 489013