



**Policy for:**  
**Absence on Medical Grounds**

**Date Written: April 2016**

**Date Reviewed: September 2024**

**Next Review Date: September 2026**

**Signed By: *Lee Waugh***

**Governor Responsible for: Glynis Gower**

**Headteacher: Penny Derries**

## Absence on Medical Grounds

<b>Date</b>	<b>Review Date</b>	<b>Co-ordinator</b>	<b>Nominated Governor</b>
Sep 2024	Sep 2026	Miss Waugh	Mrs Gower

### **We believe that this policy relates to the following legislation:**

- Health & safety at Work, etc. Act 1974
- Public Health (Control of Diseases) Act 1984
- Public Health (Infectious Diseases) Act 1988
- Education Act 1996
- Schools Standards and Framework Act 1998
- Education (School Premises) Regulations 1999
- Management of Health and Safety at Work Regulations 1999
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- School Premises (England) Regulations 2012
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014

### **The following documentation is also related to this document:**

- Ensuring a Good Education for Children who Cannot Attend School Because of Health Needs: Statutory Guidance for Local Authorities (DfE)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and proprietors of Academies in England, (DfE)

We have a duty to provide educational support for pupils who are absent from school on medical grounds in order for them to maintain sufficient progress in their education. As far as their medical condition allows the education support programme may be full or part-time.

We will work in close association with the Local Authority (LA) education welfare office, the home education service or the hospital teaching service to

ensure that pupils, who are unable to attend school due to their medical conditions, receive an educational support programme that matches their capabilities.

We believe that it is essential during this period of absence that we maintain an excellent relationship between home and school so that pupils and parents are kept in contact and up to date with school events so that they continue to feel a part of school life.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **AIMS**

- To provide and maintain an educational programme for pupils who are absent from school on medical grounds.
- To work in close association with the Local Authority and other agencies to ensure pupils who are absent from school on medical grounds receive a more than adequate education support programme.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the Coordinator for Pastoral Care
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of the comply with this policy

- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- make effective use of relevant research and information to improve this policy
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will: -

- ensure all school personnel, pupils and parents are aware of the comply with this policy
- establish and maintain a close working partnership with parents
- ensure parents are kept up to date with their child's educational programme
- ensure that all agencies work together to ensure that pupils absent on medical grounds receive the relevant support and the appropriate education programme that is broad, balanced and relevant
- ensure that pupils absent on medical grounds have access to public examinations
- ensure that pupils and parents are kept in contact and up to date with school events
- work closely with the School Council
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy
- annually report to the Governing Body on the success and development of this policy

## **Role of the Coordinator**

The coordinator will: -

- lead the development of this policy throughout the school
- work closely with the Headteacher and the nominated governor
- act as the named person dealing with pupils absent from school on medical grounds
- liaise with parents
- liaise with and inform the education provider of the pupil's capabilities and educational progress
- keep pupils informed of what is happening in school
- ensure that pupils returning after a long period of absence are successfully reintegrated back into school life
- make effective use of relevant research and information to improve this policy
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises regarding
- keep up to date with new development and resources
- undertake risk assessment when required
- review and monitor
- annually report to the Governing Body on the success and development of this policy

## **Role of the Nominated Governor**

The nominated Governor will: -

- work closely with the Headteacher and the coordinator
- ensure that suitable arrangements are in place for pupils who are absent on medical grounds to continue their studies and have access to public examinations if required
- ensure that this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the Governing Body every term
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

School personnel will: -

- comply with all aspects of this policy
- assist in providing educational support programmes
- monitor and evaluate the effectiveness of educational support programmes
- monitor pupil progress
- assist in the reintegration of pupils back into school life
- maintain contact with absent pupils
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

## **Role of Pupils**

Pupils will: -

- be aware of the comply with this policy
- be encouraged to work in partnership with the school by making decisions and exercising choices in relation to their educational programme
- liaise with the School Council
- take part in questionnaires and surveys

## **Role of the School Council**

The School Council will be involved in: -

- determining this policy with the Governing Body
- discussing improvements to this policy during the school year
- organising surveys to gauge the thoughts of all pupils
- reviewing the effectiveness of this policy with the Governing Body

## **Role of Parents/Carers**

Parents/Carers will: -

- be aware of and comply with this policy
- work in partnership with the school, the Local Authority and other support agencies
- be involved in devising their child's educational support programme
- keep the school informed of the medical progress of their child

- maintain contact with their child's peers
- comply with this policy for the benefit of their child/children
- be asked to take part in periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## **Raising Awareness of this Policy**

We will raise awareness of this policy via: -

- The School Handbook/Prospectus
- The School Website
- The Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meeting with school personnel
- Communications with home such as weekly newsletters and end of half term newsletters
- Reports such annual reports to parents and Headteacher reports to the Governing Body
- Information displays in the main school entrance

## **Training**

- Have equal chances of training, career development and promotion
- Receive training on induction which specifically covers: -
  - All aspects of this policy
  - Equal opportunities
  - Inclusion
- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (see policy evaluation)

### **Linked Policies**

Special Educational Needs & Disabilities	
Supporting pupils with long term medical conditions	Safeguarding & Child Protection
Reporting of injuries, Diseases and Dangerous Occurrences	Health & Safety at Work

Headteacher - Penny Derries	Date: - April 2016
Chair of Governing Body - Bob Curry	Date: - April 2016



**GROVE SCHOOL**  
**COVID19 ADDENDUM – JUNE 2020**  
**ABSENCE ON MEDICAL GROUNDS POLICY**

Our Absence on Medical Grounds Policy is fundamentally the same and where possible:

‘We will aim to provide and maintain an educational programme for pupils who are absent from school on medical grounds.’

‘We believe that it is essential during this period of absence that we maintain an excellent relationship between home and school so that pupils and parents are kept in contact and up to date with school events so that they continue to feel a part of school life.’

There have been significant changes within our setting in response to the COVID19 pandemic. We have and will continue to receive COVID19 updates and will continue to implement and follow the government guidelines.

Please refer to our COVID19 Risk Assessment, which is continuously updated.

*The Grove School*  
**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

<b>Policy Title</b>	<b>The aim(s) of this policy</b>	<b>Existing policy (✓)</b>	<b>New/Proposed Policy (✓)</b>	<b>Updated Policy (✓)</b>
		✓		

<b>This policy affects or is likely to affect the following members of the school community (✓)</b>	<b>Pupils</b>	<b>School Personnel</b>	<b>Parents/carers</b>	<b>Governors</b>	<b>School Volunteers</b>	<b>School Visitors</b>	<b>Wider School Community</b>
	✓	✓	✓	✓			

<b>Question</b>	<b>Equality Groups</b>												<b>Conclusion</b>					
	<b>Age</b>		<b>Disability</b>		<b>Gender</b>		<b>Gender identity</b>		<b>Pregnancy or maternity</b>		<b>Race</b>				<b>Religion or belief</b>		<b>Sexual orientation</b>	
Does or could this policy have a negative impact on any of the following?	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Yes	No
	✓		✓		✓		✓		✓		✓		✓		✓			✓
Does or could this policy help promote equality for any of the following?	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Yes	No
	✓		✓		✓		✓		✓		✓		✓		✓			✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Yes	No
	✓		✓		✓		✓		✓		✓		✓		✓			✓

**Conclusion** We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

*The Grove School*  
**Policy Evaluation**

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

*The Grove School*  
**Policy Approval Form**

<b>Policy Title:</b>											<b>Date when written:</b>									
<b>Policy written by:</b>											<input type="checkbox"/>	<input type="checkbox"/>								
<b>Stakeholders consulted in policy production: (✓ or X)</b>	Governors	<input type="checkbox"/>	Senior Leadership Team	<input type="checkbox"/>	Teaching Personnel	<input type="checkbox"/>	Support Personnel	<input type="checkbox"/>	Administrative Personnel	<input type="checkbox"/>	Parents	<input type="checkbox"/>	Pupils	<input type="checkbox"/>	Local Community	<input type="checkbox"/>	<b>New Policy (✓ or X)</b>	<input type="checkbox"/>	<b>Revised Policy (✓ or X)</b>	<input type="checkbox"/>
<b>Published on: (✓ or X)</b>	<b>School Website</b>					<b>School Prospectus</b>					<b>Staff Handbook</b>									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>