



Making the difference

Curriculum Policy: Supporting Learners Absent From School For Extended Periods Of Time



POLICY FOR SUPPORTING LEARNERS ABSENT FROM SCHOOL FOR EXTENDED PERIODS OF TIME

Pupils at Vranch House

All the pupils at Vranch House have a physical or movement difficulty and many have communication difficulties, visual perceptual difficulties and other related difficulties. A small number of pupils also attend mainstream schools for part of the week. The majority of the pupils have learning difficulties associated with their other difficulties and need modifications to the curriculum. As well as modifying the curriculum many different learning strategies are used to enable the pupils to access the curriculum. At Vranch House we call this 'access learning'. Strategies include the use of communication books, boards and voice output communication aids; Makaton signing; powered mobility; adapted computer access using switches, touchscreens and eye gaze, roller/tracker balls; multisensory presentation of materials and adult facilitation through trained teaching assistants.

Philosophy

At Vranch House we recognise the importance of constructing a firm foundation on which all aspects of education are built. It is our explicit aim to offer a good-quality education. All staff work together to create a caring environment, in which pupils can learn and grow in a healthy, balanced way.

Equal Opportunities

All teaching and non-teaching staff at Vranch House are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum, and the opportunity to make the greatest progress possible in all areas of the curriculum, while at our school.

Document Purpose

This policy is written in response to the guidance contained in the document 'Access to Education for Children & young People with Medical Needs' DfES 0732/2001

Pupils covered by this policy may

- Be recovering from an illness, surgery or injury, keeping the pupil away from school during recovery.
- Have a long term or recurring illness.
- Have an illness or severe and complex needs, which cause them to be absent for a period in excess of 15 days.

The 0-25 SEN Team are kept informed whenever a child is absent from school for a period of 15 days or more. This includes pupils who are of Nursery age and those expected to attend full time. If the school has advance notification of long term absence, (for instance due to surgery and recuperation) procedures will be put into place to create a Personal Education Plan and liaise with hospital teaching staff as appropriate within 15 days. Should the long term absence happen unexpectedly, preparations for liaison and the Personal Education Plan will commence after 15 days of absence and will be put into action as soon as possible.



Aim

Our aim is to ensure that all pupils in our school continue to have access to as much education as their medical condition allows so that they are able to maintain the momentum of their education. The nature of the provision will be responsive to the needs of each child, and will be detailed in the Personal Education Plans, completed via discussion and liaison between parents, carers and professionals involved. The Personal Education Plan will be reviewed and updated as appropriate, according to individual needs but no less than half termly. The Head Teacher is the named person with responsibility for ensuring support for learners with additional, and complex medical needs.

The initial meeting between professionals and parents/carers will be chaired by the Head Teacher and subsequent meetings and Personal Education Plan targets will be co-ordinated by the Class Teacher in liaison with parents/carers and professionals. If the child's condition is progressive or degenerative the Nurses will liaise with parents and professionals regarding care protocols and these will be included in the Personal Education Plans.

Information will be shared with Support Staff involved with the child to ensure both a smooth return to school following long term absence, and also clear guidelines and plans in place to ensure continuity for the child, should long term absence recur at any point.

All Vranch House pupils are entitled to a curriculum that will develop their ability to:

- become active and independent to the best of their abilities;
- maximise their progress and pursue lifelong learning;
- develop an intellectual curiosity about the physical, social and artistic world in which we live;
- apply their knowledge and skills to the process of solving problems;
- promote their own physical and mental well-being and pursue a healthy lifestyle (with support if necessary);
- develop confidence in and reliance on their own abilities;
- develop the ability to make choices, take decisions and undertake initiatives.
- Pupils with additional and, or complex needs, requiring longer periods of absence from school deserve the same entitlement. For some pupils this could include an individual attendance plan upon return to school (for example reduced attendance). Such arrangements are agreed in consultation with the 0-25 SEN Team.

Process

Whenever a child is known to be absent from school for 15 days or more, or where there is a likelihood of long term absence, an initial meeting will be set up with parents and the Head Teacher. An initial Personal Education Plan will be agreed according to the unique and individual needs of the child concerned. Copies will be provided for parents/carers and all staff involved in the care and education of the child. Each person will sign the Plan to acknowledge their agreement, a review date or time period will be specified. The follow up review does not necessarily require a meeting but all who have signed the Plan will be invited to provide updates which will be collated and used to create a revised Plan.

Audience

This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and LA/other Advisory Body Advisers/Inspectors.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is available to all teaching and non-teaching staff and the School Governors. Copies of policy documents are kept in the staffroom cupboard, in the Boardroom and on the intranet Hub. They are also available to view on the Vranch House website. Such distribution ensures the accessibility of the document to visiting teachers and to parents. Extra copies are available from the Head Teacher.

Further Information

Useful Documents and Resources

'Access to Education for Children & young People with Medical Needs' DfES 0732/2001

'Supporting Pupils with Medical Needs in School' DfEE 1996

'Including Me: Managing Complex Health Needs' The Council for Disabled Children 2005

Equality Act, 2010

Revised March 2017

Review 2020



VRANCH HOUSE SCHOOL

Personal Education Plan



Section 1

Name:

Date of Birth:

Age:

The things I like to do: school / home?

Next steps (who is the voice? i.e. mum etc)

My feelings:

My future:

Section 2

Health:

Name of GP:	
Health needs (include any allergies, medication, diagnoses):	

My Health Plan:

My Health Plan (all aspects of my health and wellbeing that may impact on learning, including any assessment, diagnosis, treatments, therapies or referrals).

Any other health agencies involved (e.g. CAMHS,	
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SALT, OT, Counsellor):	
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Section 3

Attendance:

No of sessions:		Out of:		Current attendance (%)
No of sessions per week				Authorised absence (%)
Attendance				Unauthorised absence (%)
Regular:		Irregular:		

My Personal Education Plan Review:

People present at my meeting:
Is the child present at this review?
If no, who will feedback to this child?

Section 4

My Achievements so far:

In my communication language and literacy I have begun to:

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For example:

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In my knowledge & understanding of the world I have begun to:

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For example:

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In my physical development I have begun to:

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For example:

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In my creative development I have begun to:

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For example:

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In my personal, social and emotional development I have:

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For example:

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In my problem solving, reasoning and numeracy I have begun to:

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For example:

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Section 5


IEP and Review Information:


If I have an Individual Education Plan (IEP) is it attached: (Y/N)

If I have a SEN is my last Annual Review attached? (Y/N)

Section 6

My Learning at Home:

 Share and discuss the child's current/potential interest in out of pre-school/school activities, clubs and leisure opportunities.

 Discuss if the child has access to a computer at home?

Section 7

My Key Person / Designated Teacher to have completed first column prior to PE review meeting (if first PEP please skip to 8).

My previous PEP targets	How did I do? ☺ ☹ ☹	What helped or might help me now? If my Personal Education Allowance was used to help, what difference did it make?	Will this continue to be one of my targets? YES/NO

Section 8

Setting New PEP targets (I should have at least one)

My target	What will I do?	Who will help and how?	How will I know when I have achieved my target?

Section 9

How will the school facilitate / achieve this?

Section 10

My PEP Plan Agreement and Actions

People agree with my personal education plan and will have a copy:

Person	What we have agreed to	Our signatures
My Key Person / Designated Teacher		
My Social Worker		
My Carer		
My Parent(s)		
Other people who could help me (e.g. TA, SENCO, MTA, Nurse)		
Other e.g. key worker (early support)		
Other		

How will my plan be shared?



My Key Person / Designated Teacher will put a copy in my PEP folder for me.



Everyone at meeting and copy to CSET/Education Welfare Officer.

Date, time and venue for next PEP Review meeting:	
Date, time and venue of next PEP review (my next PEP Review needs to take place at least 2 weeks before my next Annual Review)	

