



Catch22 Independent Schools Policy

Education for children with health needs who cannot attend school/academy

Catch 22 Include Primary school

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This policy will be reviewed every 2 years.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Daryl Bates
Queries to:	Daryl Bates
Date created:	August 2020
Date of last review:	July 2024
Date of next review:	July 2026
Catch22 group, entity, hub:	N/A

Catch 22 MAT and Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ X
Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓
Things about you, built with you, are for you - Understand pupils' unique needs and help them overcome their barriers to learning - Engage pupils with a broad and rich curriculum so they can realise their ambitions - Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	✓ X ✓
Unleash Greatness - Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. - Instil belief in pupils so they can progress and succeed in education, training and employment	✓ ✓
Let robots be robots and humans be human - Ensure pupils have a rounded understanding of themselves and the world around them. - Harness curiosity and nurture a love of learning. - Support and protect our pupils to be safe and feel safe online and offline.	✓ X ✓
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	✓

1. What is the policy about?

This policy is to ensure that suitable education is arranged for pupils on roll who cannot attend school/academy due to health needs and that pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority.

2. Who does this policy apply to?

This policy applies to all staff including the governing body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of Catch22 Education (collectively referred to as 'staff' in this policy) as well as young people and parents/carers.

3. Policy requirements

All children are entitled to full and broad education. There will be a wide range of circumstances where a child has a health need but will continue to receive suitable education that meets their needs; the LA will not assume responsibility for the child's education unless the education being provided to the child is not suitable or, while otherwise suitable, was not full-time or for the number of hours the child could benefit from without adversely affecting their health.

3.1 Legislation and guidance

- [Education Act 1996](#).
- [Equality Act 2010](#)
- [Statutory guidance for local authorities January 2013](#)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf

3.2 If the school makes arrangements

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school– for example where:

- the child can still attend school with some support.
- the school has made arrangements to deliver suitable education outside of school for the child.
- the child can attend school but only intermittently; or,
- arrangements have been made for the child to be educated in a hospital by an on-site hospital school.

For further guidance see Supporting Pupils with Medical Conditions policy

3.3 If the local authority makes arrangements

Suffolk LA will be responsible for arranging provision where a child cannot attend school because of health problems, the school can't make suitable arrangements, and they would not otherwise receive a suitable full-time education.

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

- Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil
- Share information with the local authority and relevant health services as required
- Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully when they are medically able to do so
- 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 pupil to access the same curriculum and materials that they would have used in school as far as possible

- Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
- Create individually tailored reintegration plans for each child returning to school.
- Consider whether any reasonable adjustments need to be made

4. Related policies

- Accessibility
- Supporting pupils with medical conditions
- Safeguarding policy

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Education for children with health needs who cannot attend school
EIA completed by:	Head of Personal Development, Behaviour and Attitudes

Date of assessment:	July 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either

				positively or negatively in these respects.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

N/A