

The Angmering School

Ambition

Courage

Respect

Education for children with health needs who cannot attend school (Blended Learning Approach) Policy 2025

(Developed DfE Guidance <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>)

Reviewed by The Governors: 26.03.2025
Next Review due March 2027

The Angmering School Blended Learning Approaches

Aim

The aim of The Angmering School's blended learning approach is to engage young people in an offer of online learning to provide a bridging educational provision to support transition for any young people who are moving towards a different educational setting or provision. The ultimate aim therefore is that by providing appropriate and targeted reasonable adjustments in the short term, each student will eventually have their needs met in a physical educational setting, be that at The Angmering School or another appropriate provision dependent on their individual needs.

It will follow the guidance set out in both the DFE guidance for 'Education for children with health needs who cannot attend school' and 'Mental health and behaviour in schools' and 'Providing remote education' non-statutory guidance (Jan 2023).

Rationale

The Angmering School's blended learning approach will be a highly targeted intervention that will be carefully focused on a small minority of students who fit into the following broad groups:

- Students undergoing assessment for an EHCP or those with an EHCP awaiting an appropriate placement, where this is a barrier to them accessing a full offer face to face in school.
- Students with significant and sustained medical/physical and/or social, emotional or mental health issues., including those who have a right to a statutory offer outside of their normal school provision due to their medical needs.

Therefore, this policy and provision follows the aforementioned DFE guidance around health needs¹ and mental health and behaviour² to provide a time-bound solution, aimed at getting students back into the routines of school and into an appropriate educational setting that is not based in their home in the long-term.

Students referred to the provision will have an individualised plan written, with an initial six week timeframe aimed at increasing engagement and contact with school. This means that they will have a package of homebased online provision and face to face contact with the school every week in order to help them to build up towards a longer-term re-engagement in school or a new educational provision elsewhere that meets their needs in the long-term. This process may therefore involve working alongside professionals from other agencies and organisations in order to best meet the needs of each individual student.

It is not intended that this provision will be a long-term alternative to school.

Logistics, offer and expectations

The Angmering School's blended learning approach will be carefully managed and follow the referral process outlined in the table below. This is in order to ensure that the provision is targeting the

¹ <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attendschool>

² <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

correct students who need specialist support commissioned to meet need. Personalised plans will be co produced with the student, parents and professionals. Safeguarding needs will be integral. Attendance and progress (both academic and as defined by the individual needs and objectives of each student) will be monitored and reviewed regularly.

This also means that this provision is compliant with the SEND Code of Practice³ and government guidance on educating children who have physical and mental health needs⁴.

Students will be expected to attend their **agreed** timetable in full, which will be set out in their initial planning meeting and reviewed every two weeks. This will be set out for one half term at a time, with incremental steps towards face-to-face support in their educational setting. Students will also be expected to engage fully and safely in the learning and assessment, as well as the review meetings, which will capture theirs and their parent/carer's voice, incorporating this into forward planning.

The school will ensure that an appropriate plan is set up for each individual child, following the Assess/Plan/Do/Review process in the SEN Code of Practice. Review meetings will be held at least every two weeks, with the aim of increasing face to face contact with the school or their next educational provision, and the requisite pastoral care, support and curriculum time as defined in their plan. At the end of the half term, their place on this provision will be reviewed to determine the next steps towards their reintegration back into their current educational setting or towards transition into a new setting. The school will also follow the referral process outlined below to ensure that each referral is appropriate for the provision, this in turn will be reviewed by a panel to ensure that this is the best provision to meet the needs of the child.

The process of referral, access to and review of the provision:

Pre-referral: Individualised student plan in place, in line with the Assess, Plan, Do, Review process outlined in the SEN Code of Practice. Review(s) already completed to consider the efficacy of previous or current provisions already put in place and the need for an alternative educational arrangement clearly identified and outlined.

Stage 1: Student with a specific in-school plan identified and reviewed is referred to in-school panel, meeting the criteria for blended learning approach due to complex social, emotional or mental health needs, physical health needs or other specific SEND needs that cannot be met in the mainstream environment whilst undergoing assessment or seeking an appropriate physical placement.

Stage 2: In-school panel – panel of DHT, AHT and AHT SENDCo to approve or refuse referral at least once per half term or with flexibility due to any complex and emerging circumstances. External partners, such as SENAT, the Virtual School, Early Help, DST, Social Care, PEIT, Fair Access etc...should be consulted at this stage.

Stage 3: Referral documents completed.

³ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

⁴ <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attendschool>

Stage 4: If accepted, individualised objectives and reintegration plan for initial six week period established between school and parents/carers. This will also set out regular (at least fortnightly) review meetings to assess progress against objectives.

Stage 5: Student provided with timetable and fixed time for face to face contact in school or home visit each week, building towards reintegration into school or towards another appropriate physical educational provision.

Stage 6: Reviews to take place at least every 2 weeks with the aim of building up in-school attendance or transition towards new educational provision. Lack of engagement will be coded as unauthorised absence and immediate review of provision to occur after three sessions of non-attendance.

Stage 7: Summative review at the end of six weeks to establish a new plan for reintegration or further support in school towards ongoing attendance in school or transition onwards towards a new provision, establishing a new Assess, Plan, Do, Review cycle.

Students will be expected to attend or complete a learning session every day. These sessions will be for a minimum of two hours each of targeted teaching and could be additional hours of flipped learning and independent study outside of this. Students will receive a C code on their attendance record for each two-hour session attended or reviewed. For any sessions unattended, without good reason, students will receive an O code for unauthorised absence. Any other coding will be managed on a case by case basis, depending on individual circumstances. Parents/carers will be expected to contact the school to report any absences in the normal way.

Every student who is accepted to the blended learning approach will be seen face to face every week by school staff. This will take place in school, in the school's 'Support 2 Learn' provision or with the support of the school's Student and Family Support Coordinator, Year Team Leader or another identified key school lead, via a home visit, who will also take a lead on the monitoring and review of each student's individualised plan. Should a student be unable to attend school for any reason, this may take place in a different location. This will be determined on a case by case basis, but the ultimate aim should still always be to increase each student's attendance in school, towards a full reintegration at The Angmering School or to transfer to another appropriate educational setting or provision. Blended learning approaches can therefore offer flexibility depending on individual progress and circumstances, especially as attendance in school is built up across the period of the plan.

Each student's plan will reflect their individual needs and abilities and will follow the Assess, Plan, Do, Review process set out in the SEN Code of Practice. Plans will be recorded and reviewed every two weeks on Edukey Provision Map, with feedback given on each of the individual objectives that are set for each child and the aim of incrementally increasing attendance in school. The central objective will always be around attendance in school or another appropriate provision, but the other objectives are subject to revision throughout the process, depending on the progress and ongoing/further emerging needs of the individual student, as well as any guidance and/or assessments from other professionals involved with the family. Once a child is in a position to attend school or transfer to another provision full time, their plan will either be re-written to reflect ongoing in-school support needs or transfer over to their new provision in order to establish their support package there.

This provision is not designed or set up to be a long-term alternative to school, it is designed to be a short-term alternative to support students with complex needs in order to reintegrate them back into school in the medium term or to act as a bridge towards a new educational setting. Should it become evident that this has become a long-term alternative and that students supported by the provision are not progressing towards attendance in school or another provision, their place will be urgently reviewed by The Angmering School. If it is the case that there is no discernible progress then the blended learning approaches is not achieving what it set out to do as a time-bound provision to meet individual needs outside of school for a defined period, nor will it be achieving the student's individualised objectives towards reintegration into a physical school environment. In this circumstance, the school will seek further specialist support and support families to do the same, with this provision being removed and either the expectation that students will return to normal school attendance or that alternative arrangements will be sought.

The Angmering School's blended learning approaches will only have the capacity to support only the most vulnerable students in limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely where their attendance has been affected by a significant special educational need or disability (SEND) or a mental health issue identified by a medical practitioner for whom fulltime school has become an option that is not viable in the short to medium term.

The Angmering School & Parent/Carer agreement

Parent/carers

I have read the document and agree to the provision and expectations outlined.

I will ensure that I support my child to attend their daily sessions. I understand that this will be English, Maths and Science plus any other identified foci.

I will ensure that my child has a suitable internet enabled device with a microphone and that this is used safely to access any online provision as part of blended learning approaches.

I will ensure that I report all absences and concerns about my child in the normal way.

I will attend and engage in all review meetings for my child's blended learning plan.

I understand that this provision is not a long-term alternative to school and that it is targeted towards reengagement in school or transition to another educational setting.

I understand that this provision may be removed if my child does not attend three sessions or if there is a lack of engagement in the sessions.

Signed (parent/carers): _____

Name: _____

Student

I have read the document and agree to the provision and expectations.

I understand that if I do not attend three sessions or if I fail to engage with the learning then this provision will be reviewed and may stop.

I understand that I am expected to follow The Angmering School's Community Code whilst on this programme.

I understand that I need to be punctual and wear appropriate clothing to these sessions - either full uniform or as advised by school staff.

I will report any concerns or issues during my online learning sessions to school staff so that they can aim to find solutions before the next session.

Signed (student): _____

Name: _____



The Angmering School

The Angmering School is committed to being solution-focused in supporting the individual needs of students referred to the blended learning approach.

The Angmering School will host reviews of each child's blended learning approach every fortnight and a summative review at the end of a six week referral period.

The Angmering School will provide regular feedback on progress to parents and carers through these review meetings, capturing both student and parent voice.

The Angmering school will handle all behaviour, attendance and safeguarding issues as per the normal school policies, with reasonable adjustments as necessary, depending on each child's circumstances.

If there is a lack of engagement or non-attendance for three sessions, The Angmering School will urgently review and consider the return to the usual school offer.

Signed (school): _____

Role: _____