

Supporting children who are unable to attend school because of medical/health  
needs

**Consultation Report**

August 2024

**Project Manager:** Simon Smith

**Project Sponsor:** Christine McInnes

**Directorate:** Childrens, Young People and Education

**Version No:** 0.5

## Contents

1. Introduction.....	3
2. Consultation process.....	4
3. Profile of respondents .....	4
4. Consultation responses.....	9
5. Equality analysis.....	20
6. Conclusions and next steps .....	21

## 1. Introduction

On 18 August 2024, the Department for Education (DfE) 'Working together to improve school attendance' became statute. Within this guidance, there is a requirement for schools to inform the local authority when a pupil is absent from school due to illness for 15 days or more (consecutively or cumulatively throughout an academic year) or is due to be absent for 15 days due to illness. This supports the existing duty of the home school to provide the local authority with this information under regulation 12(1)(a) of the Education (Pupil Registration) (England) Regulations 2006.

This, and other new elements of the attendance guidance, link closely with the responsibilities of local authorities and schools concerning education arrangements for children who are unable to attend school due to illness. These responsibilities are addressed in the DfE's 2023 statutory guidance, 'Arranging education for children who cannot attend school because of health needs' [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](#) and other relevant guidance.

In the academic year 2022-23, 21,000 pupils in Kent were absent from school due to illness for at least 15 days. The vast majority of these pupils continued to receive a suitable education without intervention by Kent County Council (KCC). However, in a minority of cases, it was necessary for KCC to provide alternative education in accordance with its statutory responsibilities. This is further evidenced by a high number of parental requests/complaints linked to the local authorities Section 19 responsibilities. In addition, following an Ombudsman's case in 2022, it was recommended that the local authority write and implement a Health Needs policy.

The draft policy 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs' was open to a public consultation from 11<sup>th</sup> June – 28<sup>th</sup> July 2024 [www.kent.gov.uk/healthneedspolicy](http://www.kent.gov.uk/healthneedspolicy).

The aim of the policy is to provide clarity on the arrangements which will apply when a school pupil in Kent is unable to attend school for health/medical reasons. In particular, the policy provides information on how the local authority, schools, parents and pupils will work in collaboration. This will ensure that all pupils have access to suitable education and receive appropriate support in light of their health/medical needs.

KCC commissions The Rosewood School (which has two sites - Maidstone and Canterbury), to provide up to 150 places for pupils who, due to their medical/health needs, cannot receive education in a mainstream setting. This includes pupils for whom KCC has a statutory responsibility to arrange alternative education. The arrangement with The Rosewood School will continue under the new policy, but a review of the service level agreement is also being completed.

KCC's 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs' policy is linked to:

- DfE 2024 statutory guidance 'Working together to improve school attendance'.
- Section 19 of the 'Education Act 1996'.
- DfE' 2023 statutory guidance, 'Arranging education for children who cannot attend school because of health needs'.
- Regulation 12(1)(a) of the Education (Pupil Registration) (England) Regulations 2006.
- Ombudsman recommendation for a Health Needs policy to be written and implemented.

## 2. Consultation process

A six-week consultation ran between 11<sup>th</sup> June - 28<sup>th</sup> July. The consultation invited stakeholders including schools, parent/carers and young people to provide their views on the policy.

Feedback was captured via a consultation questionnaire which was available on the KCC engagement website [www.kent.gov.uk/healthneedspolicy](http://www.kent.gov.uk/healthneedspolicy). Hard copies of the consultation document and questionnaire were also available on request. Consultation material included details of how people could request alternative formats. A Word version of the questionnaire was available on the website (and on request) for those that did not wish to complete the online form.

A consultation stage Equality Impact Assessment (EqIA) was carried out to assess the impact the proposed policy could have on those with protected characteristics. The EqIA was available as one of the consultation documents and the questionnaire invited consultees to comment. An analysis of response to this question can be found in section 5 of this report.

To raise awareness of the consultation and encourage participation, the following activities were undertaken by KCC:

- Media release [Supporting children and young people who miss school owing to health or medical needs - News & Features - Kent County Council](#) (160 views).
- Social media campaign via KCC's corporate channels including Facebook and LinkedIn.
- Article in KCC's residents' e-newsletter.
- Article in Kelsi Schools e-bulletin.
- Article in Emotional Wellbeing Newsletter.
- Presentation to KCC countywide Headteacher briefings in June/July 2024, with slides distributed following the meeting.
- Email to all Headteachers in Kent.
- Presentation to Kent Youth Voice and Youth Participation Network.
- Consultation hosted on Let's talk Kent engagement website [www.kent.gov.uk/healthneedspolicy](http://www.kent.gov.uk/healthneedspolicy).

- Newsletter sent to existing registered users of the Let's talk Kent engagement platform (who have expressed an interest in consultations relating to 'children and families', 'schools and education', or 'young people').

### 3. Profile of respondents

A summary of engagement with the consultation website and material can be found below:

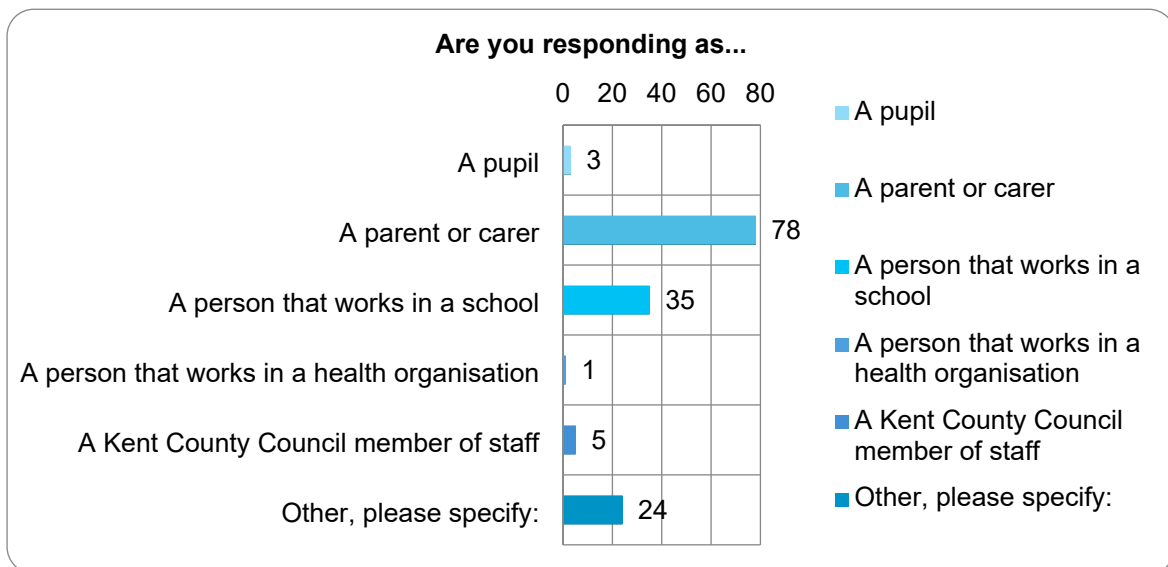
- 160 views of media release.
- 1057 total number of visitors to the consultation webpage.
- 1208 visits to the consultation documents.
- 1360 downloads/views of the consultation documents.
- 146 respondents to the questionnaire, 145 online and 1 via email.

Engagement Tool Name	Visitors	Downloads/Views
Draft policy	818	934
Policy summary for young people	152	160
Consultation questionnaire for young people	124	143
Consultation questionnaire	79	86
Equality Impact Assessment	35	37
<b>Total</b>	<b>1208</b>	<b>1360</b>

A summary of the profile of respondents to the questionnaire can be found below:

#### Question – Are you responding as ...?

- The majority of respondents were parents - 53%, with school staff 24% of respondents. Only 3 pupils responded.



The chart above shows how people responded to the following question: Are you responding as:

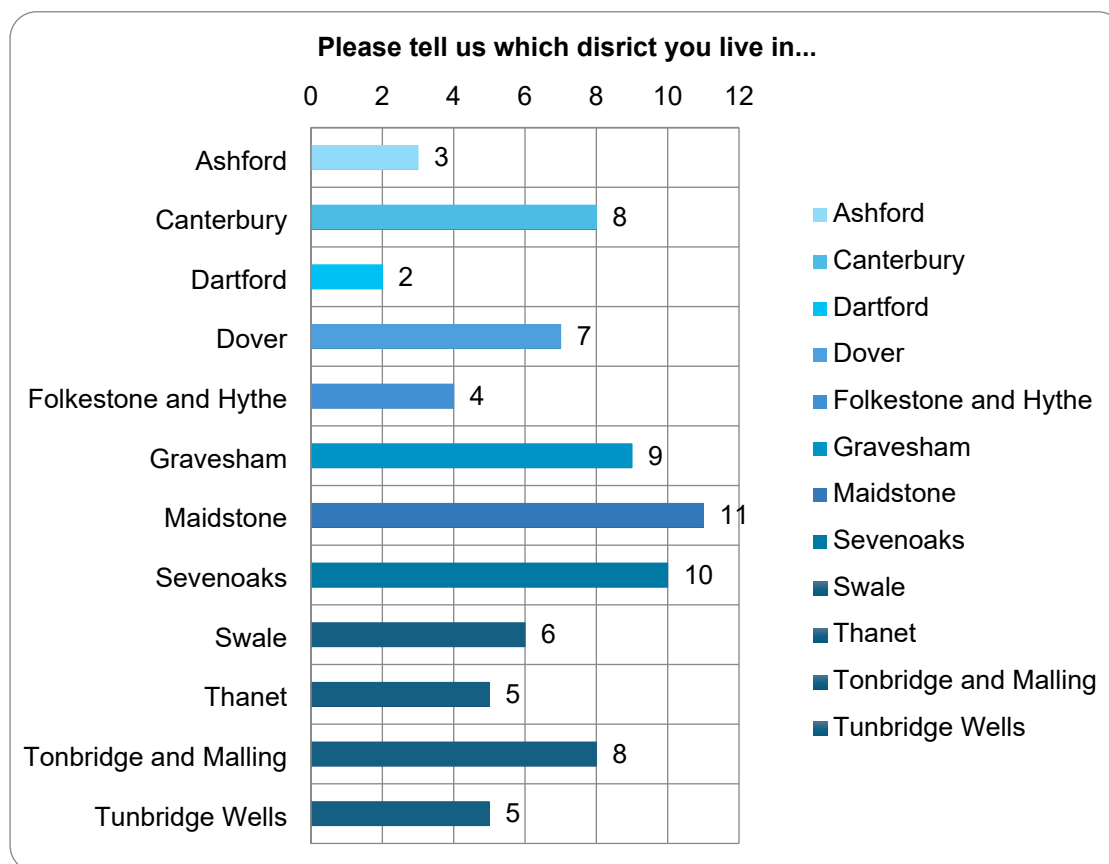
3 people responded as a pupil. 78 people responded as a parent or care. 35 people responded as a person that works in a school. 1 person responded as a person that works in a health organisation, 5 people responded as Kent County Council member of staff. 24 people responded as other.

The chart shows how people responded to the following question: Are you responding as..

3 people responded as a pupil, these may have been as a result of the presentation to Kent Youth Voice and Youth Participation Network. 78 people responded as a parent/carer. 1 person responded as a person that works in a health organisation. 5 people responded as a Kent County Council member of staff. 24 people responded other.

Question - Please tell us which district you live in?

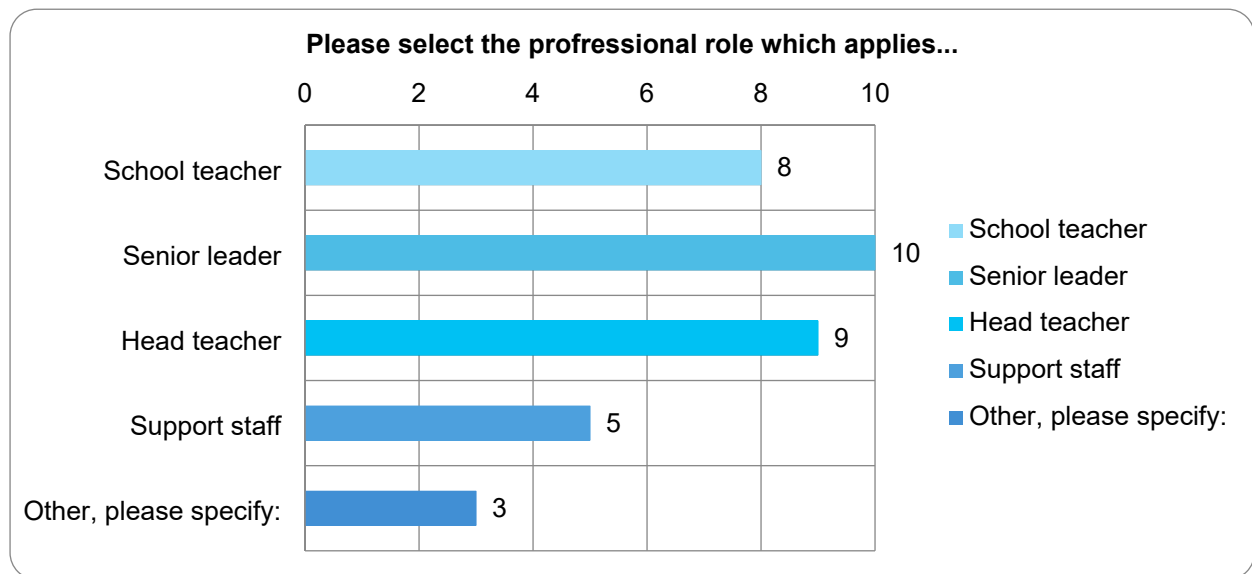
- All districts where respondents lived were represented, ranging from Maidstone (11 responses) the highest, followed by Sevenoaks (10) and Dartford (2) the lowest.



The chart shows how people responded to the following question please tell us which district you live in. 3 people responded Ashford. 8 people responded Canterbury. 2 people responded Dartford. 7 people responded Dover. 4 people responded Folkestone and Hythe. 9 people responded Gravesham. 11 people responded Maidstone. 10 people responded Sevenoaks. 6 people responded Swale. 5 people responded Thanet. 8 people responded Tonbridge & Malling, 5 people responded Tunbridge Wells.

Question - Please select the option below that most closely represents how you are responding to this consultation.

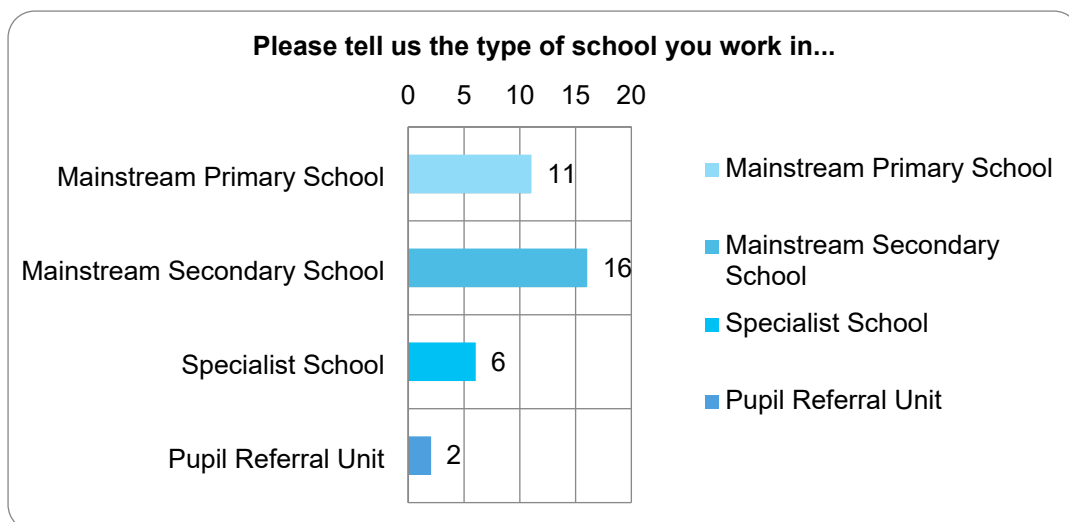
- Out of the 35 school staff that responded, 10 were senior leaders, 9 were headteachers and 8 teachers, there were also 5 responses from support staff.



The chart above shows how people responded to the question: ‘Please select the professional role which applies: 8 people responded as a school teacher, 10 people responded as a senior leader, 9 people responded as a headteacher, 5 people responded as support staff and 3 people responded as other.

Question – Please tell us the type of school you work in.

- 16 respondents work in a mainstream secondary school and 11 in a mainstream primary school, with 6 in a special school and 2 in a Pupil Referral Unit.



The chart shows how people responded to the question: Please tell us the type of school you work in. 11 people responded Mainstream Primary School. 16 people responded Mainstream Secondary School. 6 people responded specialist school. 2 people responded Pupil Referral Unit.

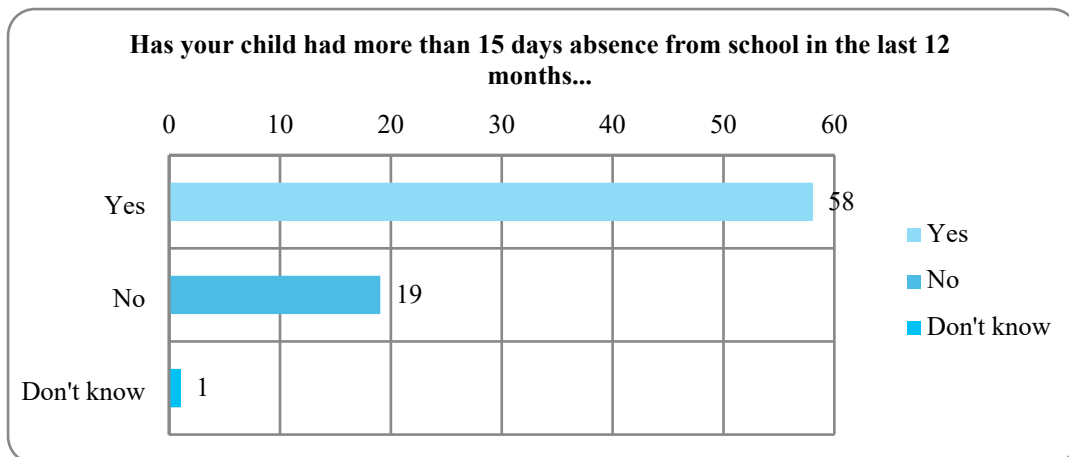
The following schools responded to the consultation:

- Archbishops
- Aylesford School
- Borden Grammar School
- Brockhill Performing Arts College
- Canterbury Academy
- Cliftonville Primary School
- East Peckham Primary
- Enterprise Learning Alliance
- Federation of Chislet CE and Hoath Primary Schools
- Goldwyn School
- Hartsdown Academy
- High Firs primary school
- Highworth Grammar School
- ISP Whitstable
- Minster Church of England Primary
- Moor House School and College
- Rowhill school
- Sandgate Primary school
- Sandwich Technology School
- Shorne Church of England Primary School
- Sir Roger Manwood's School
- Snowfields Academy
- St Augustine academy
- The Malling School
- The Marsh Academy
- The Rosewood School
- The Skinners Kent Academy
- The Wells Free School
- Tunbridge Wells Girls' Grammar School
- Tymberwood Academy
- Whitehill Primary
- Woodlands Primary

Question - Has your child had 15 days or more absence from school in the last 12 months?

- From the 78 parents or carers that responded, 58 reported their child had 15 days or more absence from school in the last 12 months.

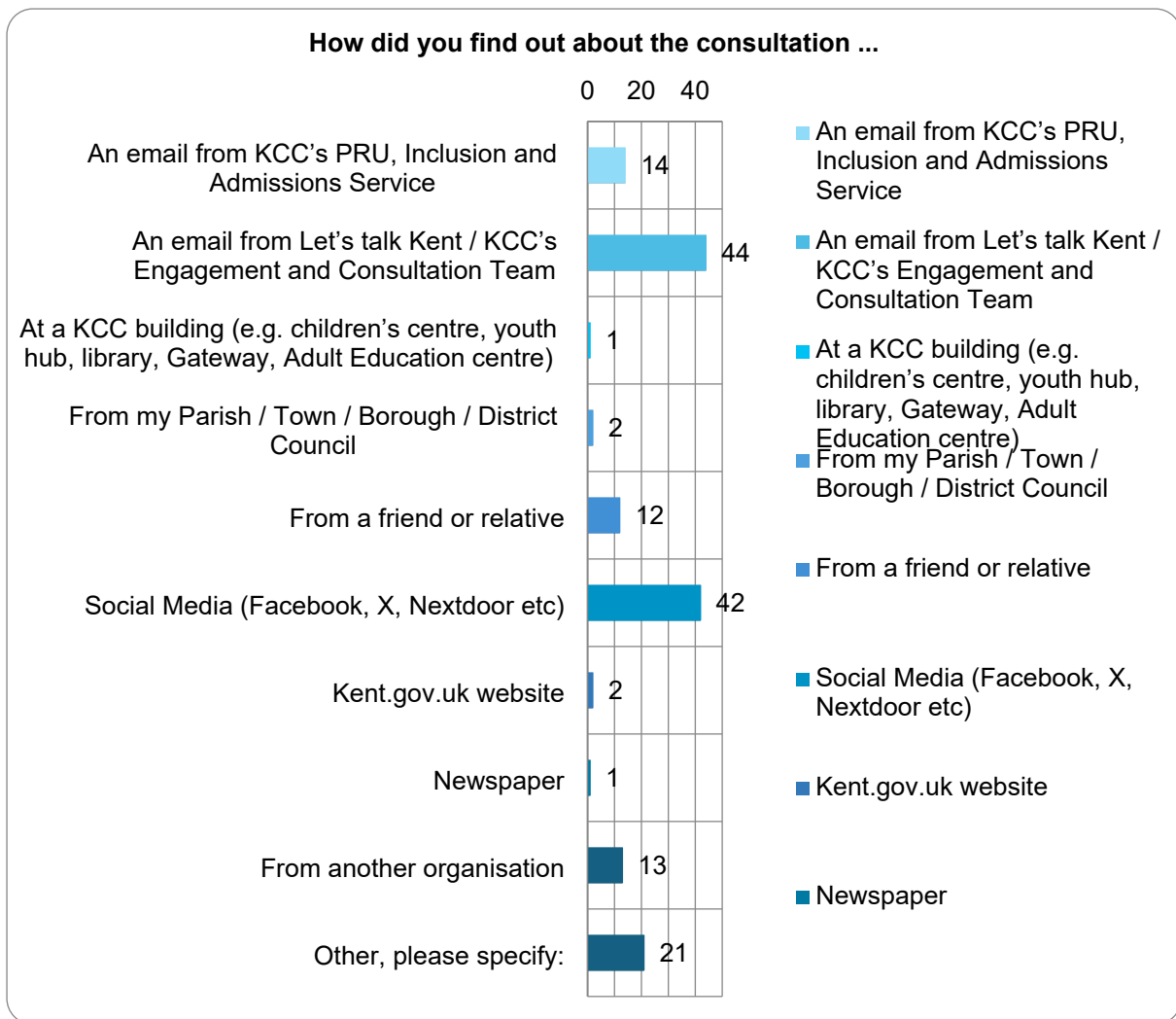




The chart shows how people responded to the following question: Has your child had 15 days or more absence from school in the last 12 months. 58 people responded Yes. 19 people responded No. 1 person responded No.

Question - How did you find out about this consultation?

- The majority of respondents (44 and 42) found out about the consultation via Let's talk Kent/KCC's Engagement and Consultation email, and social media respectively.



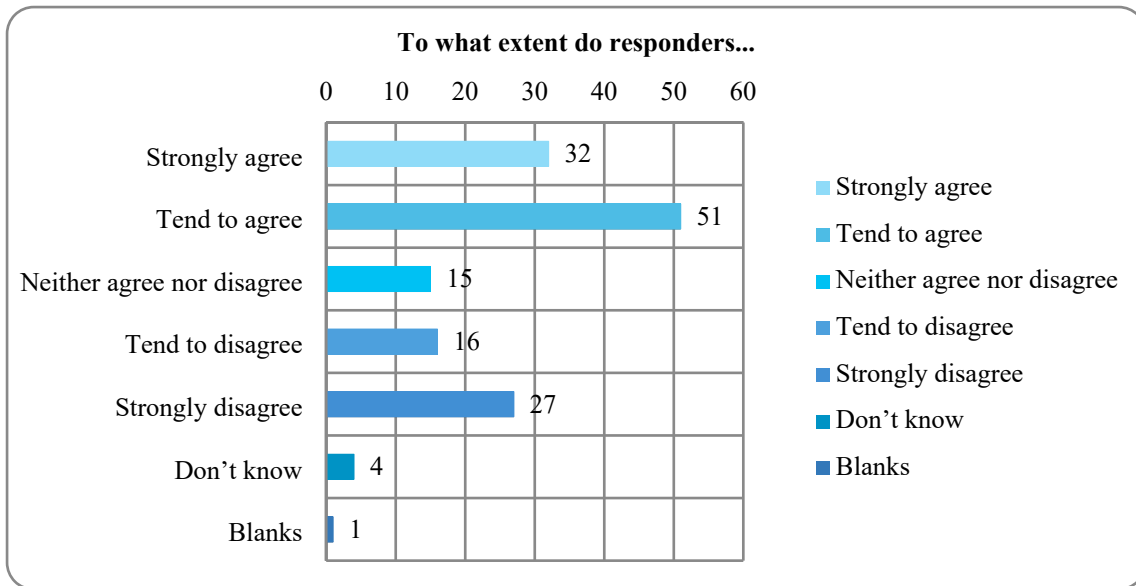
The chart shows how people responded to the question: How did you find out about the consultation. 14 people responded an email from KCC's PRU Inclusion and Attendance Service. 44 people responded an email from Let's talk Kent. 1 person responded at a KCC building (e.g. children's centre, youth hub). 2 people responded from my Parish/Town/Borough/District council. 12 people responded from a friend or relative. 42 people responded Social Media. 2 people responded 'Kent.gov.uk' website. 1 person responded newspaper. 13 people responded from another organisation. 21 people responded other.

#### 4. Consultation responses

A summary of each question can be found can be found below:

Question - To what extent do you agree or disagree that the policy would benefit pupils and their families?

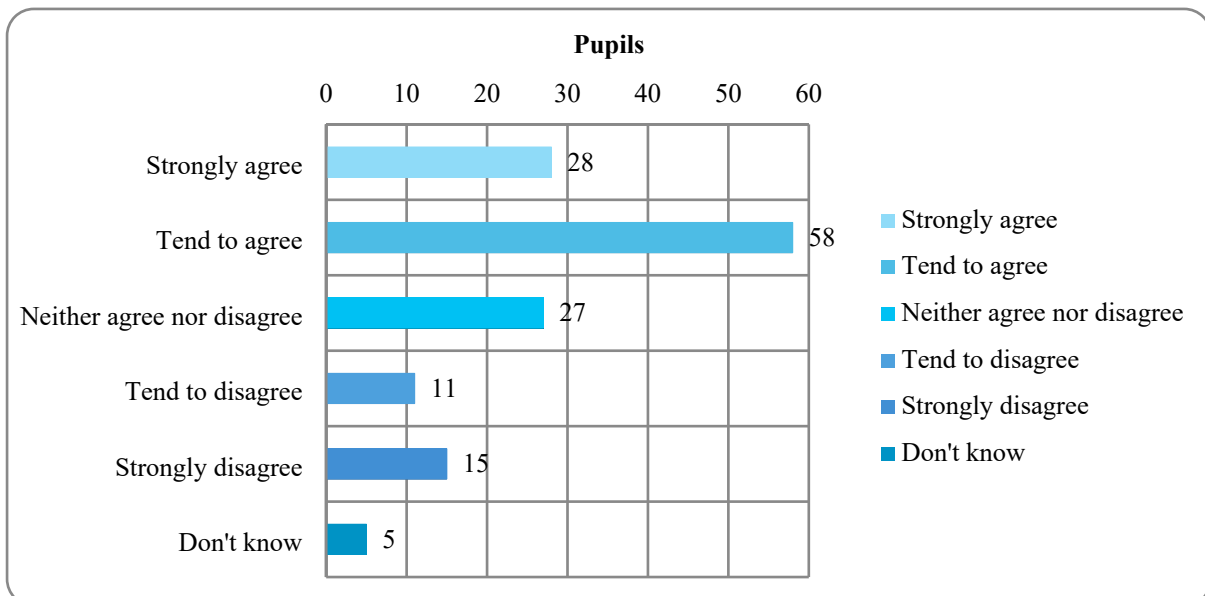
- 57% of all respondents strongly agree/agree that the policy will benefit pupils and their families, whereas 29% strongly disagree/disagree. 14% of respondents did not answer either way (neither agree nor disagree, don't know or blank).



- 46% of parents strongly agree/agree that the policy will benefit pupils and their families, whereas 41% strongly disagree/disagree.
- 66% of school staff strongly agree/agree that the policy will benefit pupils and their families, whereas 23% strongly disagree/disagree.

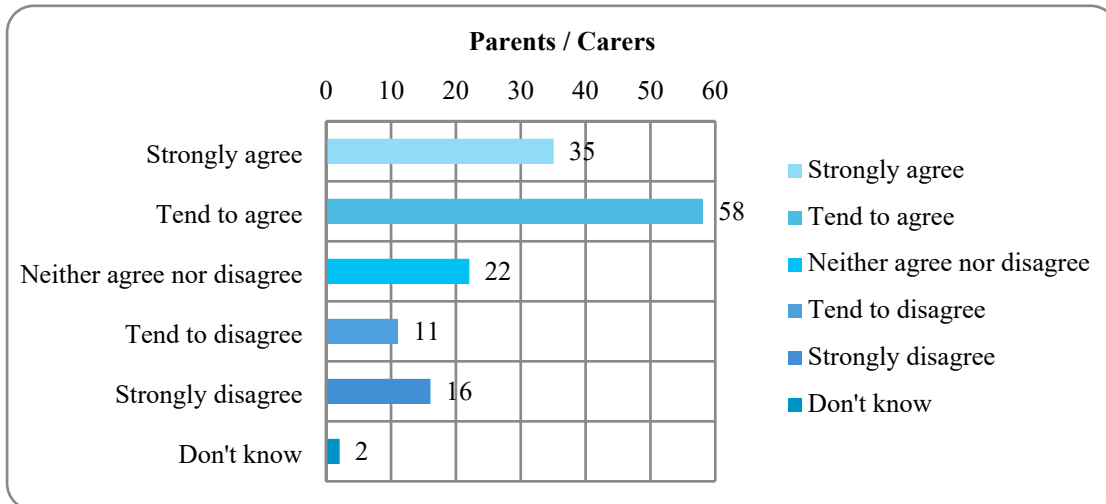
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for pupils.

- 60% of respondents strongly agree/agree that the policy provides clear responsibilities for pupil, whereas 18% strongly disagree/disagree.



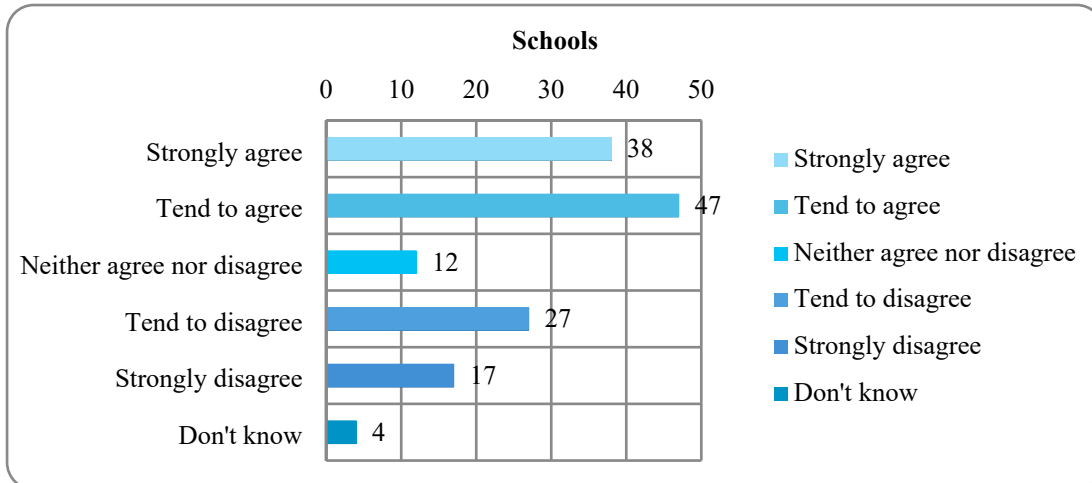
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for parents/carers.

- 65% of respondents strongly agree/agree that the policy provides clear responsibilities for parents/carers, whereas 19% strongly disagree/disagree.



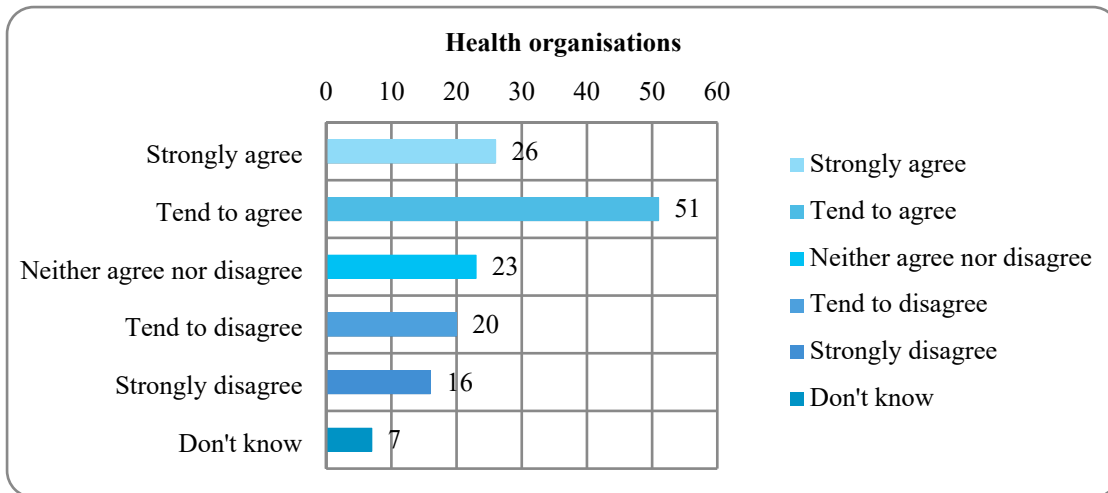
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for schools.

- 59% of respondents strongly agree/agree that the policy provides clear responsibilities for schools, whereas 30% strongly disagree/disagree.



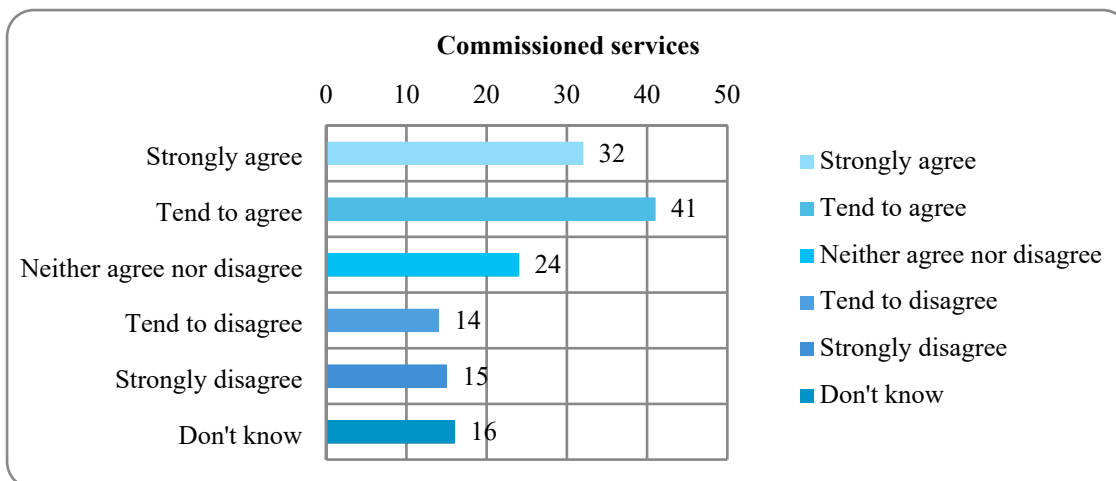
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for health organisations.

- 54% of respondents strongly agree/agree that the policy provides clear responsibilities for health organisations, whereas 25% strongly disagree/disagree.



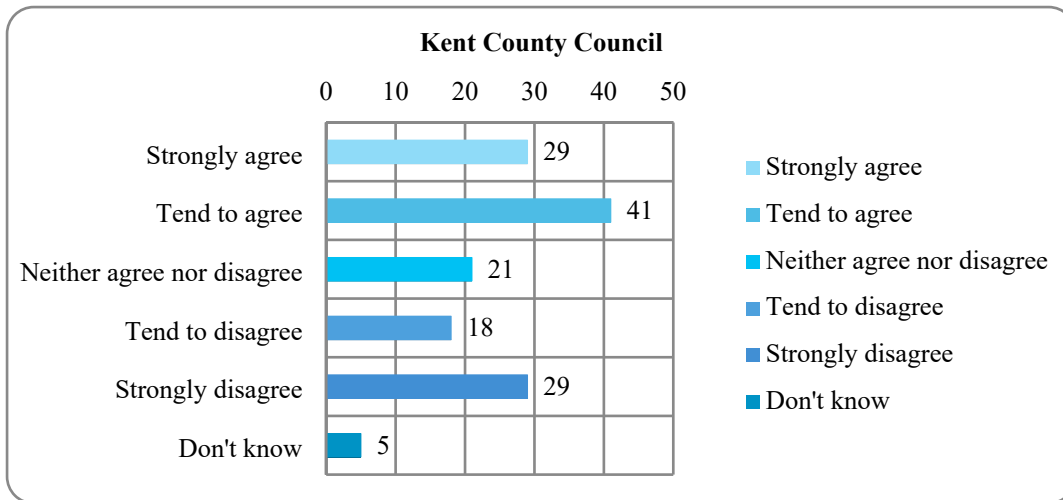
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for The Rosewood School (commissioned service).

- 51% of respondents strongly agree/agree that the policy provides clear responsibilities for The Rosewood School (commissioned service), whereas 20% strongly disagree/disagree.



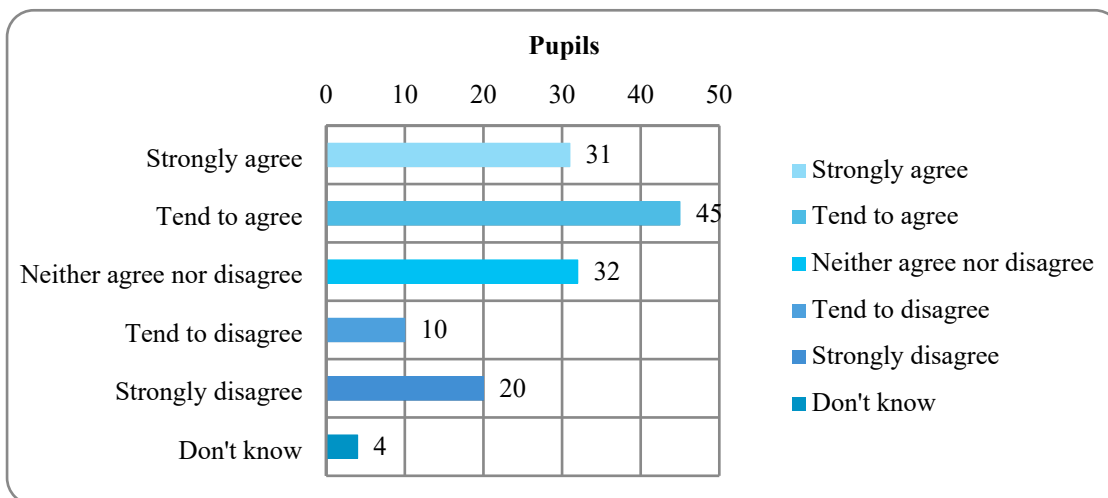
Question - To what extent do you agree or disagree that the policy provides clear responsibilities for Kent County Council.

- 49% of respondents strongly agree/agree that the policy provides clear responsibilities for Kent County Council, whereas 33% strongly disagree/disagree.



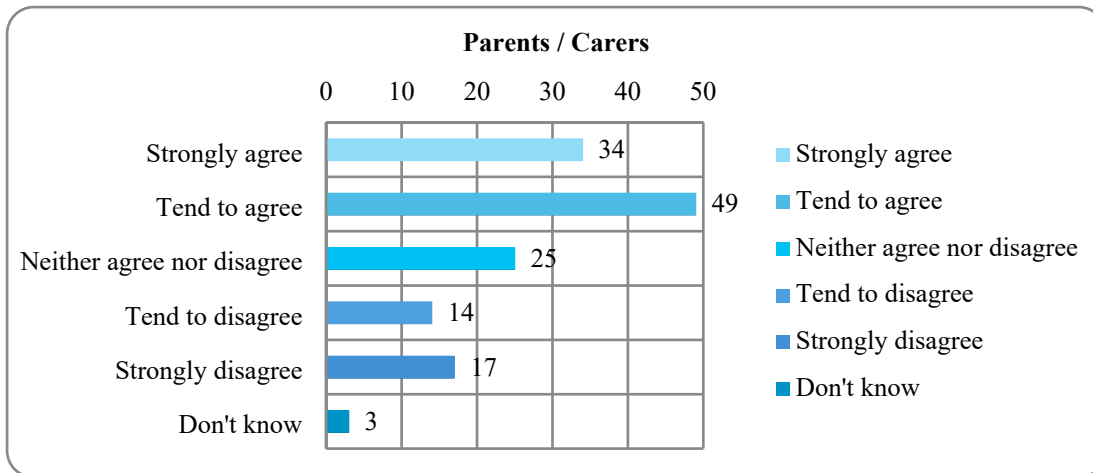
**Question - To what extent do you agree or disagree with the responsibilities for pupils.**

- 54% of respondents strongly agree/agree with the pupil responsibilities, whereas 21% strongly disagree/disagree.



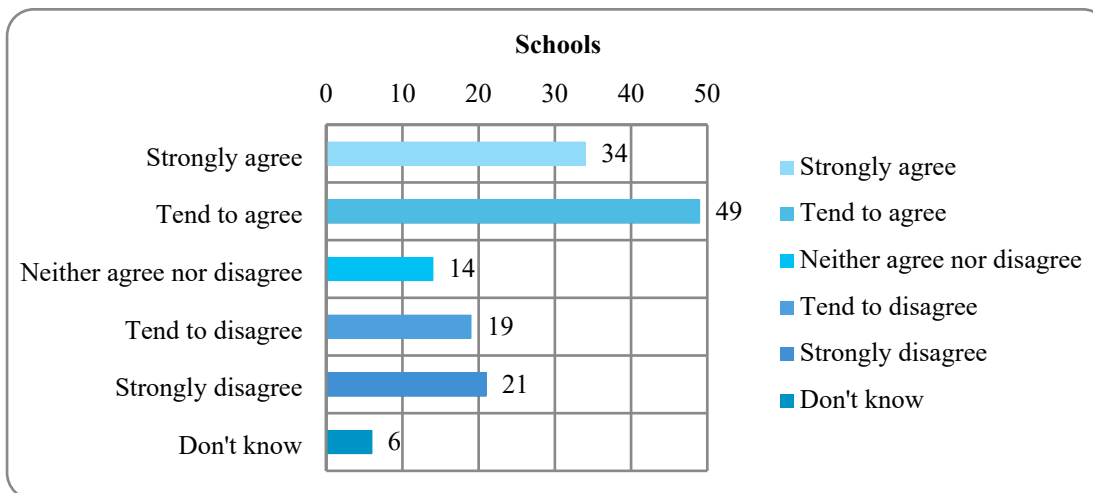
**Question - To what extent do you agree or disagree with the responsibilities for parents/carers.**

- 58% of respondents strongly agree/agree with the parent/carer responsibilities, whereas 22% strongly disagree/disagree.



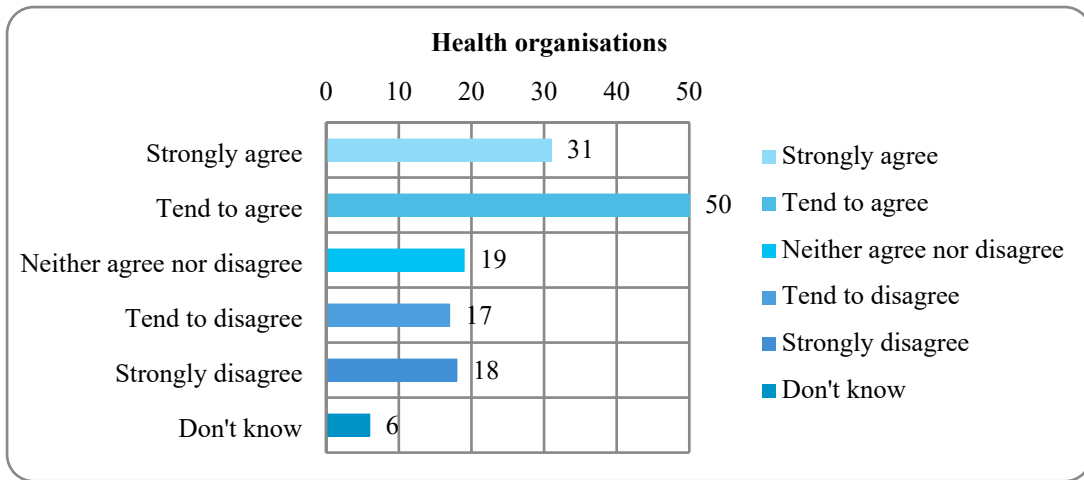
**Question - To what extent do you agree or disagree with the responsibilities for schools**

- 58% of respondents strongly agree/agree with the school responsibilities, whereas 28% strongly disagree/disagree.



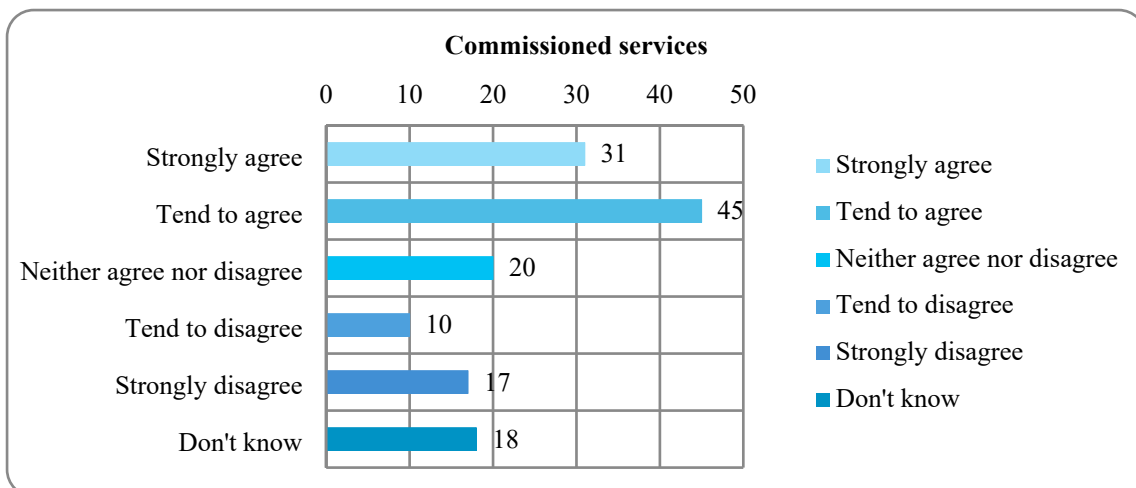
**Question – To what extent do you agree or disagree with the responsibilities for health organisations.**

- 57% of respondents strongly agree/agree with the health organisations responsibilities, whereas 25% strongly disagree/disagree.



Question - To what extent do you agree or disagree with the responsibilities for The Rosewood School.

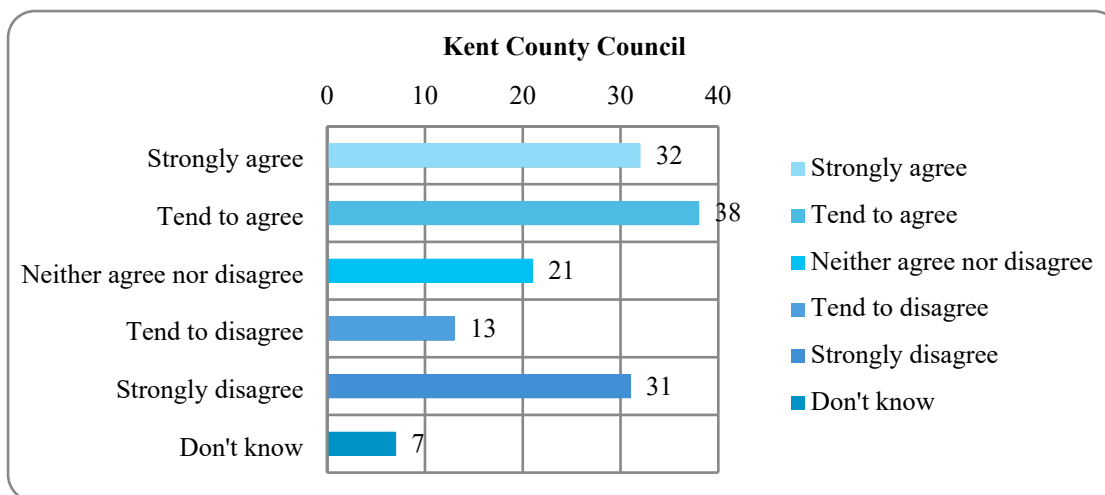
- 54% of respondents strongly agree/agree with The Rosewood School's (commissioned service) responsibilities, whereas 19% strongly disagree/disagree.



Question - To what extent do you agree or disagree with the responsibilities for Kent County Council.

- 49% of respondents strongly agree/agree with Kent County Council's responsibilities, whereas 31% strongly disagree/disagree.





When summarising the findings (see below), there is a clear indication that responses suggest responsibilities are clear for stakeholders along with the agreement of those responsibilities.

It seems that parent/carers and pupils' responsibilities were very clear and there was agreement in a large majority of opinions. Although the other four stakeholders (schools, health organisations, commissioned service and Kent County Council) scored highly, the responses suggest that whilst responsibilities are clear, the agreement of these responsibilities are not as strong, in particular for Kent County Council (see conclusion and next steps).

Response	Stakeholder											
	Pupils		Parents/Carers		Schools		Health Organisations		Commissioned Service (Rosewood)		Kent County Council	
	CR*	RJ#	CR	RJ	CR	RJ	CR	RJ	CR	RJ	CR	RJ
Strongly agree or agree	60%	54%	65%	58%	59%	58%	54%	57%	51%	54%	49%	49%
Strongly disagree or disagree	18%	21%	19%	22%	30%	28%	25%	25%	20%	19%	33%	31%

\*CR = clear responsibilities      #RJ = responsibility judgement

There were five questions where respondents were invited to give additional comments, these questions were 7-11. Three of these additional comments were if responses to questions were 'Tend to disagree' or 'Strongly disagree', these questions were:

- Question 7. To what extent do you agree or disagree that the policy would benefit pupils and their families?
- Question 8. To what extent do you agree or disagree that the policy provides clear responsibilities for .....
- Question 9. To what extent do you agree or disagree with the responsibilities for the following groups.....

Also, there was an opportunity for respondents to provide any other information in the following question:

- Question 10. Are there any other comments you want to provide on the 'Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs Policy'?

In addition, there was a question on section 3 of the questionnaire for respondents to provide additional information in the following question:

- Question 11. We welcome your views on our equality analysis and if you think there is anything we should consider relating to equality and diversity.

For questions 7-10, responses have been grouped in themes and frequency for ease of analysis and next steps to be identified, see below. For question 11, the analysis can be found in Section 5 Equality analysis.

No.	Theme	Frequency					Comments
		Q7	Q8	Q9	Q10	Total	
AT1	Each case/pupil needs should be fully considered to ensure adequate provision provided	23	10	11	16	60	Suggestion that the policy does not cater for the needs of each child and there is a demand for a more personalised and flexible educational provision for each pupil, especially those with neurodiversity and mental health issues.
AT2	Further support needed for pupils with long-term absence	10	10	6	16	42	Responses suggest further consideration is required for the support available to pupils who do not meet the criteria of The Rosewood School or are too unwell (generally mental health) to physically attend school. Further responses suggest there should be more specific protocols, particularly involving GPs and mental health interventions, to ensure timely and appropriate support for pupils with health conditions. Some responses also highlight an online provision should be available for pupils.
AT3	Lack of clarity, responsibility and timeframes	0	11	8	11	30	Responses suggest clearer guidelines are required when KCC should take responsibility for a child's education, especially when

							schools fail to provide adequate support. The roles and timescales of response for the home school, Rosewood School and local authority need to be considered.
AT4	Responses regarding the commissioned provision - The Rosewood School	9	7	0	8	24	The responses suggest there must be further consideration of the current commissioned provision arrangements. This includes the capacity of The Rosewood School which is only commissioned to support 150 pupils and transport issues/costs due to the location of the provisions. In addition, there is also a suggestion that clearer guidance is required regarding the criteria for referral and the referral process.
AT5	Further support/consideration for pupils with an EHCP	7	4	2	10	23	Further consideration is required to the approach of long-term absence of pupils with an Education, Health and Care Plan (EHCP) due to the current local authority challenges around annual review capacity.
AT6	Gathering of medical evidence	2	3	0	6	11	Obtaining medical evidence for mental health issues is highlighted as a significant challenge. General practitioners (GPs) are often unwilling to provide letters, making it difficult for parents to provide the necessary documentation.
AT7	Impact on families	3	0	2	4	9	Responses suggest that the policy could place undue pressure on families, both financially and emotionally. Fines for absences and the logistical challenges of transporting children to The Rosewood School are significant concerns if families do not live near one of The Rosewood sites. In addition, clarity is required on whether transport is considered/provided for pupils attending The Rosewood School.

AT8	Impact on schools	3	1	2	1	7	There is a perception that the policy will place pressure on schools. The concerns include the capacity of schools to handle increasing pupil complexities, exacerbated by budget cuts and increased workloads.
-----	-------------------	---	---	---	---	---	---

AT = Additional theme

Examples of comments provided in these questions included:

- Question 7. To what extent do you agree or disagree that the policy would benefit pupils and their families?
  - “Each case is very individual and based on complex circumstances. A one size fits all is not suitable.”
  - “Return to mainstream schooling after a 12 week intervention minimises and ignores the needs of some children for whom full time mainstream school causes huge anxiety and distress. Adults with mental health needs are not expected to continue carrying out the tasks that cause them distress whilst undergoing treatment, and to return to work in 12 weeks.”
  - “There is no accountability here from KCC to support young people and parents/families ... the emphasis is all on the schools who again will be working to support attendance of students with mental health issues, unsupported. There are no available places at either provision outlined in your policy.”
  - “It is not clear who will be responsible for providing remote learning for those pupils unable to attend school or Rosewood.”
  
- Question 8. To what extent do you agree or disagree that the policy provides clear responsibilities for .....
  - “The responsibility on schools is still not clear. The suggestion that schools can create an alternative provision for students (e.g. on a virtual, or 1:1 tutoring basis) is baffling. There is no money or staffing to support this when the school is set up to provide full time face to face education for all students.  
 Apart from KCC being informed by schools there is nothing to suggest that they will have further involvement. It is incumbent on schools to refer to Rosewood or provide alternatives themselves. If according to the government guidance the LA should take responsibility then I would have expected allocation of a case worker to advise all parties involved, or some involvement from PIAS to support. As it is, schools

- are still bearing the responsibility (especially if Rosewood have limited space or support they can offer).”
- “The policy is clear but is very generalised. Each child is very different and whilst you can specify requirements such as engage in the education and interventions provided for them. If they are in a mental health crisis - it isn't always possible to do so.”
  - “The draft policy is not clear about the sort of support that will be offered. What health conditions this includes and whether there is any sort of time allowed for the provision. The challenge is always the reintegration of these vulnerable young people back into their school. There is no funding ever considered for this for additional resources in the students school.”
- Question 9. To what extent do you agree or disagree with the responsibilities for the following groups.....
    - “Rosewood school simply does not have capacity to deal with the current level of need. It gives no options if students are unable to return to full time mainstream education at the end of 12 week intervention. There are 100s of students for whom this plan is not realistic.”
    - “Rosewood school has two sites that are located more in Mid Kent, I am located in North Kent and my school attendance officer has never heard of it, we also need provision in this area, Kent is the 6th largest county in England and to have only two schools for the whole of the county is very poor - perhaps needs rethinking.”
    - “The issue for me is that the government documents say very clearly that after 15 days absence from school, the responsibility for their education becomes that of the LA and they want schools to focus on getting them back to school. However, as far as I can see, the only provision that KCC have in the draft policy for them providing suitable education for young people who are out of school for more than 15 days is the current arrangement for referrals to be made to Rosewood School. Given the large number of young people absent from Kent schools due to mental health issues or chronic fatigue, I would have thought setting up a county-wide virtual school would make sense in order for the LA to fulfil its obligation but there does not seem to be any mention of anything like this – it reads to me as keeping the status quo i.e. schools providing work for these pupils, whereas it is quite clear in the DfE documents that they do not see it as a school's role to do that for absences over 15 days.”
  - Question 10. Are there any other comments you want to provide on the ‘Supporting Children Who Are Unable to Attend School Because of Medical/Health Needs Policy’?

- “I feel that last year there were 21,000 missing school because of illness or health related issues, and we are to provide 150 spaces at 2 places is really not even scratching at the surface of the issue.”
- “Looking at Section 8- Although there is a clear Annex 2 timeline for schools to follow when making a referral to the Rosewood School, I feel that it isn't clear about what schools need to do before they get to that stage. If a child becomes unable to attend what steps does a school need to do before we get to the referral stage?”
- “The majority of medical needs that we see limiting attendance is linked to mental health. Further guidance and support for this would be greatly appreciated.”
- “The policy needs to work with schools to provide support through the school within a measured, deliverable timeframe which provides appropriate support as recommended by medical professionals, or demonstrated by the health needs of the child. Early intervention is not resourced and there is no consequences for time delays.”
- “In general, this would appear to be an absolute bare minimum of support required. More SEND and CAMHS support is needed, for example.”

## 5. Equality analysis

Respondents were asked a specific question about equality and diversity:

- “We welcome your views on our equality analysis and if you think there is anything we should consider relating to equality and diversity, please add any comments below.”

Responses to this question (frequency in brackets) suggest the following topics should be considered:

No.	Theme	Comments
EAT1	Pupils with SEND (8 comments)	Responses highlight several concerns regarding the education provision and support for children with SEN, especially neurodivergent children, particularly those with autism. These include increased referrals to The Rosewood School for pupils with SEN due to the current education provision in Kent for pupils with SEN and the increased need for mental health awareness and support for pupils.
EAT2	Location of the commissioned provision - The Rosewood School (5 comments)	Responses request that home addresses of pupils are considered before placement at The Rosewood School.

EAT3	Pupil mental health and wellbeing (5 comments)	Responses request that professionals consider all options for pupils who cannot physically leave the house due to mental health conditions.
EAT4	Transgender pupils (1 comment)	A parent whose child is transgender are worried that their child maybe misgendered and request that their child will be treated fairly and have their chosen pronouns respected.

EAT = Equality analysis theme

Of the answers in the 'More about You' section, a summary of the profile of respondents can be found below:

- 62% of respondents chose to declare their gender, of this percentage 80% were female and 20% males.
  - 55% of the females who responded strongly agree/agree the policy would benefit pupils and families.
  - 72% of the males who responded strongly agree/agree the policy would benefit pupils and families.
  - 27% of the females who responded strongly disagree/disagree the policy would benefit pupils and families.
  - 17% of the males who responded strongly disagree/disagree the policy would benefit pupils and families.
  - 16% of the females who responded either don't know or neither agree or disagree that the policy would benefit pupils and families.
  - 11% of the males who responded either don't know or neither agree or disagree that the policy would benefit pupils and families.
- 62% of respondents chose to declare whether they are the same gender as at birth, of this percentage 98% of respondents are the same gender as at birth.
- 63% of respondents chose to declare their age group of this percentage:
  - 47% of respondents were age 35-49.
  - 27% between the ages of 50-59.
  - 9% between the ages of 65-74.
- 63% of respondents chose to declare if they have a particular belief or belonging, of this percentage 34% of respondents belong to a particular belief or belonging.
- 21% of respondents chose to declare whether they have a religion or belief, of this percentage 100% of respondents were Christian.
- 63% of respondents chose to declare whether they consider themselves to be disabled as set out in the Equality Act 2010, of this percentage 23% consider themselves to be disabled.
  - 52% of respondents who consider themselves disabled strongly agree/agree with the policy.

- 38% of respondents who consider themselves disabled strongly disagree/disagree with the policy.
- 58% of respondents chose to declare whether they are carers, of this percentage 46% of respondents declare themselves as carers.
  - 51% of the carers who responded strongly agree/agree the policy would benefit pupils and families.
  - 31% of the carers who responded strongly disagree/disagree the policy would benefit pupils and families.
  - 18% of the carers who responded either don't know or neither agree or disagree that the policy would benefit pupils and families.
- 63% of respondents chose to declare their sexuality preferences, of this percentage 88% of respondents are heterosexual and 3% were gay.
- 63% of respondents chose to declare their ethnicity, of this percentage 88% of respondents are White English.
- 96% of respondents chose to declare the area they live in, of this percentage:
  - 14% live in Maidstone.
  - 11% live in Gravesham.
  - 11% live in Canterbury.
  - 3% live outside of Kent (including Medway).

## 6. Conclusions and next steps

Most respondents in all questions tended to strongly agree/agree with the contents of the policy and the responsibilities linked to the stakeholders.

- 57% of all respondents strongly agree/agree that the policy will benefit pupils and their families, whereas 29% strongly disagree/disagree.

Response	%
Strongly agree/agree	57
Strongly disagree/disagree	29

Considering the responses of the consultation and views of the Children and Young People Cabinet Committee Members, the policy will be presented to the Cabinet Member for Education and Skills for approval along with a recommendation to consider the following future actions.

No.	Recommended Actions	Comment	Theme Addressed
RA1	Consider consultation responses during the current review of The Rosewood School	The current review of the commissioned arrangements with The Rosewood School should consider the following: <ul style="list-style-type: none"> <li>● No of commissioned places.</li> <li>● Equality of county provision, including catering for all key stages (1-4).</li> </ul>	AT1 AT2 AT3 AT4 AT6 AT7 AT8 EAT1



		<ul style="list-style-type: none"> <li>• Outreach support available to schools and family's pre-referral.</li> <li>• Online support for pupils unable to travel due to medical need (including mental health).</li> <li>• Referral criteria/process including medical evidence and referral panel protocols.</li> <li>• Length of pupil placements.</li> <li>• Confirmation of pupil transport arrangements.</li> </ul>	EAT2 EAT3
RA2	Operational guidance for Health Needs	<p>Guidance to be written to provide operational arrangements such as referral pathways, the commissioned provision, school notification process and local authority co-ordination.</p> <p>The guidance will help ensure the local authority fulfils its duties and responsibilities regarding health needs and ensure a personalised and flexible educational provision for each pupil is provided.</p> <p>Resources will need to be scoped and additional income from the changes to the national framework for penalty notices could be used to fund any additional provisions.</p>	AT1 AT2 AT3 AT4 AT5 AT6 AT7 AT8 EAT1 EAT2 EAT3 EAT4

RA = Recommended action