

Three Counties Academy Trust



Pupils with Additional Health Needs Attendance Policy

#SG22

Last amended 13th August 2026 (v1.0)

Policy lifespan 1 year. To be reviewed no later than 31st August 2027

Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
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Contents:

Version history

Policy abbreviations and acronyms

Statement of intent

Member, Trustee, Local Governor and Staff Summary

Parent and Pupil Summary

1. Legal framework
2. LA duties
3. Definitions
4. Roles and responsibilities
5. Managing absence
6. Support for pupils
7. Reintegration
8. Information sharing
9. Record keeping
10. Training
11. Examinations and assessments

Monitoring and review

Trust Glossary

Policy Abbreviations and Acronyms

CEO	Chief Executive Officer
DfE	Department for Education
EHCP	Education, Health and Care Plan
IHP	Individual Healthcare Plan
LA	Local Authority
PEP	Personal Education Plan
PRU	Pupil Referral Unit
SEND	Special Educational Needs and Disabilities
TA	Teaching Assistant
TCAT	Three Counties Academy Trust
UK GDPR	UK General Data Protection Regulation

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Statement of intent

Three Counties Academy Trust (TCAT) aims to support the LA and ensure that all pupils who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows, to enable them to reach their full potential.

Due to the nature of their health needs, some pupils may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their school, and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough.

We understand that we have a continuing role in a pupil's education whilst they are not attending the school and will work with the LA, healthcare partners and families to ensure that all pupils with medical needs receive the right level of support to enable them to maintain links with their education.

Member, Trustee, Local Governor and Staff Summary

Purpose of the Policy

- Ensure pupils unable to attend school due to health needs continue to receive suitable education
- Promote successful reintegration into school as soon as pupils are well enough
- Clarify responsibilities of schools, the Trust and Local Authorities

Governance Responsibilities

- Ensure robust arrangements exist for pupils with additional health needs
- Monitor effectiveness of support and receive regular updates
- Ensure staff receive appropriate training and policies are reviewed annually

Leadership Responsibilities

- Work with Local Authorities, families and professionals to secure appropriate provision
- Appoint a named member of staff to coordinate support
- Monitor attendance, progress, reintegration and compliance with statutory duties

Key Operational Expectations

- Support short-term absences directly through school-based provision
- Notify the Local Authority when absence is likely to reach 15 school days or more
- Maintain communication with pupils and families during periods of absence
- Ensure safeguarding remains a priority where pupils are missing education

Support for Pupils

- Provide reasonable adjustments and individual support based on medical evidence
- Work closely with healthcare professionals and external agencies

- Maintain educational progress, wellbeing and belonging during absence
- Use digital resources and alternative provision where appropriate

Reintegration and Information Sharing

- Develop tailored reintegration plans for returning pupils
- Share information lawfully and proportionately
- Keep accurate records and review provision regularly

Parent and Pupil Summary

What This Policy Means

- Pupils with health needs should continue their education wherever possible
- Schools, families and the Local Authority work together to provide suitable support
- The aim is always to help pupils return to full participation in school when they are well enough

What Parents Can Expect

- Regular communication from school during periods of absence
- Support with learning where absence is short term
- Collaboration with health professionals and the Local Authority when longer-term support is required
- A personalised plan for returning to school where appropriate

What Pupils Can Expect

- To be treated fairly and supported according to individual needs
- Help to keep up with learning and maintain links with school
- Reasonable adjustments where medical needs affect attendance or participation
- Support for wellbeing as well as academic progress

Parent Responsibilities

- Inform the school about absences promptly
- Provide up-to-date information about medical needs
- Attend meetings and work in partnership with the school and other agencies
- Support agreed reintegration arrangements

Returning to School

- A tailored reintegration plan may be developed
- Adjustments may include phased timetables, additional support or adapted arrangements
- Pupil views will be considered when planning support

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance and good practice including, but not limited to, the following:

- [Education Act 1996](#)
- [Equality Act 2010](#)
- [The UK General Data Protection Regulation \(UK GDPR\)](#)
- [Data Protection Act 2018](#)
- [DfE 'Keeping children safe in education'](#)
- [DfE 'Arranging education for children who cannot attend school because of health needs'](#)
- [DfE 'Supporting pupils at school with medical conditions'](#)
- [DfE 'Working together to improve school attendance'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following TCAT and school policies:

- Exam Access Arrangements Policy
- Remote Learning Policy
- Records Management Policy (FI2)
- Data Protection Policy (FI20)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Supporting Pupils with Medical Conditions Policy (SG4)
- Children Missing Education Policy (SG15)
- Pupil Confidentiality Policy (SG28)
- Attendance Policy (Secondary) (SG29(A))
- Attendance Policy (Primary) (SG29(B))

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Local Authority Duties

For the purpose of this policy, the LA's duties when pupils are unable to attend school due to health needs are outlined below. These duties have been included so as to differentiate the responsibilities that lie with TCAT and our schools and those that will be carried out by the LA. TCAT and our schools are not responsible for ensuring that the LA meets its responsibilities – our responsibilities are outlined in the 'Roles and responsibilities' section of this policy.

The LA will be responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. TCAT and our schools will fulfil our duty to effectively collaborate and communicate with the LA as required.

In line with statutory guidance, it will be the LA's responsibility to:

- Provide such education as soon as it is clear that a pupil will be away from school for 15 days or more in a school year, whether consecutively or cumulatively
- Liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil
- Ensure the education pupils receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible
- Address the needs of individual pupils in arranging provision
- Have a named officer responsible for the education of pupils with additional health needs and ensure parents know who this is
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs
- Review the provision offered regularly to ensure that it continues to be appropriate for each pupil and that it provides suitable education
- Maintain good links with the schools in its area and put systems in place to promote co-operation between them when children cannot attend due to ill health

To comply with statutory guidance, the LA will be expected to not:

- Have processes or policies in place which prevent a child from getting the right type of provision and a good education
- Withhold or reduce the provision, or type of provision, for a child because of how much it will cost
- Have policies based upon the percentage of time a pupil is able to attend school rather than whether the pupil is receiving a suitable education during that attendance.
- Have lists of health conditions which dictate whether or not they will arrange education for children or inflexible policies which result in children going without suitable full-time education (or as much education as their health condition allows them to participate in)

3. Definitions

“Children with health needs” are children of compulsory school age who are unable to attend school as a result of their medical needs. These medical needs include:

- Physical health issues
- Physical injuries
- Mental health problems, including anxiety issues
- Emotional difficulties or school refusal
- Progressive conditions
- Terminal illnesses
- Chronic illnesses

Children who are unable to attend mainstream education for health reasons may attend or participate in any of the following:

- **Hospital school** – a school within a hospital setting where education is provided to give continuity whilst the child is receiving treatment
- **Home tuition** – many LAs have home tuition services that act as a communication channel between schools and pupils on occasions where pupils are too ill to attend school and are receiving specialist medical treatment
- **Medical PRUs** – these are LA establishments that provide education for children unable to attend their registered school due to their medical needs

For the purpose of this policy, “**school-based support**” in relation to supporting pupils with additional health needs may include:

- Day-to-day support offered at school where the pupil is able to attend as normal
- Support given to pupils who are absent from school because of illness for a period of less than 15 school days, whether consecutive or cumulative
- Any educational or extra-curricular provision as requested by the LA as part of its arrangements for pupils who cannot attend school full-time, e.g. where the pupil attends school part-time as an arranged part of their full-time education provision
- As part of their reintegration into normal school attendance following a period of absence or part-time attendance due to health needs

“**LA-arranged education**”, for the purpose of this policy, is defined as education provision arranged by the LA where the pupil cannot attend school full time due to medical reasons for a period of 15 school days or more, whether consecutive or cumulative.

4. Roles and responsibilities

The Trust Board, and where delegated, Local Governing Bodies will be responsible for:

- Ensuring there is a schedule of regular updates on the arrangements made for pupils who cannot attend the school due to their medical needs
- Ensuring the roles and responsibilities of those involved in any school-based arrangements to support the needs of pupils are clear and understood by all
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents where a pupil with health needs is able to, or partially able to, attend school and/or extra-curricular activities
- Ensuring a suitable member of staff is assigned responsibility for the education of pupils with additional health needs to be a point of contact for the LA and parents
- Ensuring staff with responsibility for supporting pupils with additional health needs are appropriately trained
- Approving and reviewing this policy on an annual basis

Executive Headteachers, Headteachers and Heads of School will be responsible for:

- Working with their Local Governing Body, the Central Team and the Trust Board to ensure compliance with the relevant statutory duties when supporting pupils with additional health needs
- Working collaboratively with the LA, parents, and other professionals, as necessary, to develop any school-based arrangements to meet the needs of pupils
- Ensuring any school-based arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon
- Appointing a named member of staff who is responsible for pupils with additional health needs and liaises with parents, pupils, the LA, key workers, and others involved in the pupil's care within their school
- Ensuring any school-based support put in place focusses on and meets the needs of individual pupils
- Arranging appropriate training for staff with responsibility for supporting pupils with additional health needs who are attending school or attend school part-time
- Providing teachers who support pupils with additional health needs with suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil
- Providing regular reports to the Local Governing Body on the effectiveness of any school-based arrangements in place to meet the needs of pupils of pupils who cannot attend school due to health needs
- Notifying the LA and the Central Team when a pupil is likely to be away from their school for a significant period of time due to their health needs

The named member of staff in each TCAT school will be responsible for:

- The management of any pupils registered at the school who are unable to fully attend school because of their health needs
- Actively monitoring pupil progress and reintegration into school
- Supplying any LA-arranged education providers with information about pupils' capabilities, progress, and outcomes
- Liaising with their Headteacher/Head of School, the Central Team, LA-arranged education providers, and parents to help determine pupils' programmes of study whilst they are absent from school, where necessary
- Keeping pupils who are being educated by LA-arranged education providers informed about school events and encouraging communication with their peers

- Providing a link between pupils and their parents, the school, and LA where necessary

Staff will be responsible for:

- Understanding confidentiality in respect of pupils' health needs
- Designing school-based activities, including lessons, in a way that allows pupils with additional health needs to participate fully and ensuring pupils are not excluded from activities that they wish to take part in without a clear evidence-based reason
- Understanding their role in any school-based support for pupils with additional health needs and ensuring they attend the required training
- Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of individual pupils' health needs
- Keeping parents informed of how their child's health needs are affecting them whilst in school-based education

Parents will be expected to:

- Ensure, where school-based provision is in place, the regular and punctual attendance of their child at the school where possible
- Work in partnership with the school, LA and any LA-arranged provision to ensure the best possible outcomes for their child
- Notify the school, or the relevant education provider, of the reason for any of their child's absences without delay
- Provide the school with sufficient and up-to-date information about their child's medical needs
- Attend meetings to discuss how any school-based support, including reintegration, for their child should be planned

5. Managing absence

Parents will be required to contact school on the first day their child is unable to attend due to illness.

Absences due to illness will be authorised unless school has genuine cause for concern about the authenticity of the illness.

School will provide support to pupils who are absent from school because of illness for a period of less than 15 school days, whether consecutive or cumulative, by liaising with the pupil's parents to arrange schoolwork, as soon as the pupil is able to cope with it, or part-time education at school. The school will give due consideration to which aspects of the curriculum are prioritised in consultation with the pupil, their parents, and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named member of staff with responsibility for pupils with additional health needs will notify the LA, who will take responsibility for the pupil and their education.

Where absences are anticipated or known in advance, the school will liaise with the LA to enable education provision to be provided from the start of the pupil's absence.

For planned hospital admissions, the appointed named member of staff will liaise with the LA and the hospital education provider as early as possible to discuss the likely admission date and expected length. Plans will be made, where possible, for the educational programme to be followed while the pupil is in hospital.

The LA will set up a personal education plan (PEP) for the pupil which will allow the school, the LA and the provider of the pupil's education to work together.

The school will monitor pupil attendance and mark registers to ensure it is clear whether a pupil is, or should be, receiving education other than at school.

TCAT will only remove a pupil who is unable to attend school because of additional health needs from a school roll where:

- The pupil has been certified by a medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age; and
- Neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age

A pupil unable to attend school because of their health needs will not be removed from the school register without parental consent and certification from a medical officer, even if the LA has become responsible for the pupil's education.

Staff will be alert to the fact that missing education can put pupils at risk of harm and may be an indicator of a safeguarding issue. Concerns will be handled in line with the Child Protection and Safeguarding Policy and Procedures and Children Missing Education Policy. Staff will also be particularly alert to the potential need for early help for pupils with additional health needs.

TCAT will provide to the LA, at agreed intervals, the full name and address of any pupils who are not attending our schools regularly, including if this is due to any additional health needs.

6. Support for pupils

Where a pupil has a complex or long-term health issue, TCAT and the school will discuss the pupil's needs and how these may be best met with the LA, relevant medical professionals, parents and, where appropriate, the pupil.

Pupils with continuing health needs will have an IHP which is subject to regular review and assessment. Where a pupil's needs amount to ongoing SEND, an EHCP may be more appropriate to meet their long-term needs. Where a pupil has an EHCP and an IHP, both plans will be reviewed alongside each other.

Medical evidence will be used where available to best understand a pupil's needs and identify the most suitable provision. Where specific medical evidence is not readily available, TCAT will consider liaising with other medical practitioners and other sources of evidence to ensure appropriate provision can be arranged as soon as possible.

The LA expects TCAT and our schools to support pupils with additional health needs to attend full-time education wherever possible, or to make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments.

TCAT schools will make reasonable adjustments under pupils' IHPs, in accordance with TCATs Supporting Pupils with Medical Conditions Policy.

Pupils admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned.

During a period of absence, TCAT schools will work with the provider of the pupil's education to establish and maintain regular communication and effective outcomes.

The use of digital resources will be considered to support learning and complement face-to-face education, where appropriate. Digital resources will only be used in accordance with the pupil's needs. Staff will follow procedures set out in their Remote Learning or equivalent Policy.

Whilst a pupil is away from school, the school will work with the LA to ensure the pupil can successfully remain in touch with the school using any or all of the following methods:

- Digital learning platforms
- School newsletters
- Social media platforms
- Emails
- Invitations to school events
- Cards or letters from peers and staff

Where appropriate, TCAT and the school will provide the pupil's education provider with relevant information, curriculum materials and resources.

TCAT will strive to achieve effective collaboration between relevant services to ensure continuity of provision and consistency of curriculum. Provision for pupils will support their individual needs to overcome barriers to attainment and achievement, giving equal consideration to their pastoral needs to allow them to prosper in the education system. Consideration will be given to the pupil's personal, social, and emotional needs to allow them to feel fully included in the school community, maintain contacts with classmates and have access to the same opportunities.

To help ensure a pupil with additional health needs is able to attend school following an extended period of absence, the following adaptations will be considered:

- A personalised or part-time timetable, drafted in consultation with the named staff member
- Access to additional support in school
- Online access to the curriculum from home
- Movement of lessons to more accessible rooms
- Places to rest at school
- Special exam arrangements to manage anxiety or fatigue

The school will ensure that pupils are involved in decision-making as much as possible, in accordance with the pupil's age and maturity, to help ensure that the right provision is offered and encourage their commitment and engagement.

Alongside the LA, the provision offered to a pupil will be regularly reviewed by TCAT and the school to ensure it continues to be appropriate for the pupil's needs and that suitable education is being provided. The review process will seek input from:

- The pupil
- Parents
- Relevant agencies and medical practitioners, where possible
- The LA SEND team, where the pupil has an EHCP

7. Reintegration

When a pupil is considered well enough to return to school, TCAT and the school will develop a tailored reintegration plan in collaboration with the LA.

TCAT will work with the LA when reintegration into school is anticipated to plan for consistent provision during and after the period of education outside school.

As far as possible, the pupil will be able to access the curriculum and materials that they would have used in school.

If appropriate, the school nurse will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the appointed named member of staff, to ensure they can prepare to offer any appropriate support to the pupil.

TCAT and the school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the pupil.

For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents in the early stages of their absence.

TCAT is aware that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents and key staff about concerns, medical issues, timing, and the preferred pace of return.

The reintegration plan will include:

- The date for planned reintegration, once known
- Details of regular meetings to discuss reintegration
- Details of the named member of staff who has responsibility for the pupil

- Clearly stated responsibilities and the rights of all those involved
- Details of social contacts, including the involvement of peers and mentors during the transition period
- A programme of small goals leading up to reintegration
- Follow-up procedures

The school will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period.

Following reintegration, TCAT and the school will support the LA in seeking feedback from the pupil regarding the effectiveness of the process.

8. Information sharing

It is essential that all information about pupils with additional health needs is kept up to date.

To protect confidentiality, all information-sharing techniques, e.g. staff noticeboards, will be agreed with the pupil and their parent in advance of being used, in accordance with TCATs Pupil Confidentiality Policy.

All teachers, TAs, supply, and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures.

Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, TCAT schools will:

- Ensure this policy and other relevant policies are easily available and accessible
- Provide the pupil and their parents with a copy of the policy on information sharing
- Ask parents to sign a consent form which clearly details the organisations and individuals that their child's health information will be shared with and which methods of sharing will be used
- Consider how friendship groups and peers may be able to assist pupils with additional health needs

When a pupil is discharged from hospital or is returning from other education provision, TCAT schools will ensure the appropriate information is received to allow for a smooth return to the school. The named member of staff will liaise with the hospital or other tuition service as appropriate.

9. Record keeping

In accordance with TCATs Supporting Pupils with Medical Conditions Policy, written records will be kept of all medicines administered to pupils.

Proper record keeping will protect both staff and pupils and provide evidence that agreed procedures have been followed.

All records will be maintained in line with TCATs Records Management Policy.

Healthcare professionals should be involved in identifying and agreeing with TCAT the type and level of training required. Training will be sufficient to ensure staff are confident in their ability to support pupils with additional health needs.

Staff will be trained in a timely manner to assist with a pupil's return to school.

10. Training

Healthcare professionals will be involved in identifying and agreeing with TCAT schools the type and level of training required. Training will be sufficient to ensure staff are confident in their ability to support pupils with additional health needs.

Staff will be trained in a timely manner to assist with a pupil's return to school.

Once a pupil's return date has been confirmed, staff will be provided with relevant training no later than one week before the pupil's anticipated return.

Parents of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

11. Examinations and assessments

Staff will follow procedures set out in the Exam Access Arrangements Policy where their school has one, to identify and apply for access arrangements or reasonable adjustments before an exam to ensure pupils with additional health needs are not put at a disadvantage, where applicable.

The named member of staff will liaise with the alternative provision provider over planning and examination course requirements where appropriate.

Relevant assessment information will be provided to the alternative provision provider if required.

Awarding bodies may make special arrangements for pupils with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses. Applications for such arrangements will be submitted by the school, or LA if more appropriate, as early as possible.

Monitoring and review

Lifespan of Policy: 1 Year

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 31st August 2027.

Date approved by the Board Appointed Trustee: 13th August 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 13th August 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHENA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSE	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher