

Kings Langley School



EDUCATION of STUDENTS temporarily UNABLE to attend school for HEALTH reasons POLICY

REVIEW DATE: MAY 2014

KINGS LANGLEY SCHOOL

A Policy Title: Education of Students Temporarily Unable to attend School for Medical Reasons

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all

students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

C Purpose

This policy aims to outline clearly the procedures that should be followed when providing for the education of students temporarily unable to attend school for medical reasons.

D Guidelines

The school policy takes account of the statutory guidance and legislation contained in:

- The Access to Education Document for Children and Young People with Medical Needs Circular 732/2001. DfES (now DCSF)
- Implementing the Disability Discrimination Act in Schools and Early Years Settings'. (2005) (DCSF and Disability Rights Commission)
- 'Removing Barriers to Achievement' 10 year Government strategy for SEN (2004). DfES ES/0117/2004 DfES ES/0118/2004 (summary)
- The Education Act 1996 (DfES)
- Every Child Matters - Change for Children Agenda (DCSF 2004)
- CSF ESTMA County Policy March 2009.
- Race Relations (Amendment) Act 2000 (RRAA)
- Hertfordshire County Council Equality Policy

Mission Statement

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of the school community. The school will do all that it can to ensure that such children are supported through their period of absence from school and sensitively reintegrated once they are well enough to attend.

Children with medical needs will not be disadvantaged regarding admissions to this school and will remain on the school roll during the period of absence because of medical needs.

Our policy seeks to overcome potential barriers to learning for our pupils who have medical needs. This includes children who are physically ill or injured, those with mental health problems and pregnant schoolgirls who are unable to attend school for medical reasons.

The aim is to minimise the interruption and disruption to the pupil's schooling by continuing education as normally as the child's condition permits, and working towards their reintegration into school as soon as possible.

Designated Teacher

The designated teacher in this school who is responsible for ensuring that the needs of all pupils with medical needs are met is John McGroary (refer to staff list) and the assistant designated teacher is Helen Pocklington (refer to staff list). They will take an active and continuing role in the pupil's educational, social and emotional progress.

To meet their needs in school this designated teacher will ensure that wherever possible facilities are available to meet individual needs.

The school will at all times aim to work in partnership with parents or carers to ensure the best possible outcomes and a return to school as soon as possible.

The designated teacher will have the responsibility for liaising with ESTMA, parents or carers and various agencies where the pupils are too ill to attend school.

This contact will ensure that procedures are followed when a pupil is absent from school for medical reasons including procedures to support;

- Early identification
- Referrals
- Personal education plans
- Reintegration into school
- Pupils working towards public examinations
- Involvement of the pupil
- Pregnant schoolgirls and schoolgirl mothers
- Post 16
- Evaluation of provision

Early Identification

All staff take responsibility for the identification of the children/young people who are on school roll but are absent from school with a medical need which may impact on their ability to access the curriculum. This will be monitored through the Designated Teacher, pastoral staff, form teachers and Heads of Year.

All staff will support the designated teacher to establish, where possible, the amount of time a pupil might be absent and identify ways in which the school can support the pupil in the short term e.g. providing work to be done at home in the first instance.

Referrals

The designated teacher will then discuss a referral to ESTMA with the parents/carer and will fill in a Single Service Request Form clearly identifying the Education Support Team for Medical Absence (ESTMA) as the requested provider and request medical evidence from the parent/carer.

The school will ensure that where pupils with long-term and recurrent conditions are absent, the ESTMA will be informed and medical evidence secured. Following the acceptance of the referral the school staff will communicate with other parties, attend reviews and facilitate communication between the pupil and the school.

Personal Education Plans

The plan will set out the education that will be delivered during the period of absence. It is an ongoing document or set of documents that will be updated and revised at each review meeting according to the child's medical and educational needs.

The school will provide work and materials for pupils who are absent from school because of medical needs. Strategies for ensuring support in cases of long-term absences will include the provision of pupil assessment information, a current programme of work, curriculum plans and schemes of work.

The school will work with ESTMA staff to ensure continuity of education and the designated teacher will initially arrange for the setting, collection and marking of work, depending on the child's needs. A flexible approach will be needed to take into account any gaps in pupils' learning resulting from missed or interrupted schooling.

Reintegration

The school recognises the key role it can play in ensuring successful reintegration of pupils returning after a period of illness. We will provide support, together with ESTMA staff, to assist a smooth reintegration back into school. We will work in partnership with parents, CSF and medical staff, to ensure a flexible approach to meeting the pupil's needs. We will involve the young person's peers to ensure they support the pupil's reintegration. We will consider exempting pupils from the full range of National Curriculum arrangements on a temporary basis whilst they readjust to normal school life.

Public Examinations

The school will implement procedures for ensuring that pupils who are unable to attend school for medical reasons have access to public examinations, possibly as external candidates, and applications for special arrangements are made to the awarding bodies where appropriate.

Involvement of the pupil

The school will ensure that pupils who are unable to attend school because of medical needs are kept informed about school social events, and extra curricular activities. This will enable such pupils to participate, for example in homework clubs, study support and other activities. We will encourage contact with peers through visits, cards and e-mails where possible and will ensure that all procedures and arrangements take account of pupils' views.

Pregnant Schoolgirls and Schoolgirl Mothers

We will refer pregnant girls at any age to ESTMA in order to make sure appropriate support (e.g. teaching, childcare) is available if needed.

The pupil will remain in school for at least 29 weeks and longer if she is fit and able to do so. If it is agreed that an alternative short term placement out of school is required this will be

supported in the same way as a child with medical needs. The same curricular and exam liaison procedures will apply.

Post 16

We will ensure that all young people who are absent from school for medical reasons will be referred to the Youth Connexions Hertfordshire service at the earliest opportunity. They will have access to advice and guidance from the Youth Connexions Hertfordshire service to help them prepare for their next steps in education and work to overcome any barriers to participation. One of our aims will be to give intensive support to pupils facing complex problems.

Where a young person has had their education significantly disrupted for medical reasons and is taking external examinations a year late, we will work together with ESTMA during Year 12 to ensure that they are able to complete their statutory education.

Evaluation

The School's policy for the education of pupils with medical needs will be included in the prospectus.

This policy statement and the school's performance in supporting pupils with medical needs will be monitored and evaluated regularly by the Governing Body to ensure the policy enables all children to have equal access to continuity of education.

Introduction - Education Support Team for Medical Absence (ESTMA)

The Education Support Team for Medical Absence (ESTMA) provides support to Hertfordshire schools which have pupils who are temporarily unable to attend school full time for medical reasons.

The work of the service is underpinned by the following Government documents:-

- Education Act 1996,
- Access to Education Document 2001
- Every Child Matters Agenda 2004

Purpose of the Service

- To minimise the interruption and disruption to the pupil's schooling by continuing education as normally as the child's condition permits and working towards reintegration into school as soon as possible, as the ESTMA service is not an alternative to school.
- To work closely with the school to ensure continuity of educational provision.
- To provide as far as possible a relevant curriculum which reflects that of the school and the requirements of the National Curriculum.
- To work in partnership with pupils, parents/carers, schools, medical and all Children, Schools and Families colleagues to ensure the best possible outcome for each young person.

Service Provision

- Advice and support to pupils, parents/carers, schools and other agencies working with the pupil.
- Education support for pupils resident in Hertfordshire and absent from school for an aggregated period of 15 days or more due to illness.
- A multi-agency approach to supporting the education needs of pupils with medical conditions.
- Support re-integrating pupils back into school.
- Continuity of education for pupils with long stay or recurrent admissions to hospital.

Service Provided for

- Pupils of statutory school age resident in Hertfordshire.
- Pupils who have an anticipated absence from school for a period of more than 15 days for medical reasons.
- Pupils whose attendance is below 50% due to medical reasons.
- Pregnant school girls and young mothers from 29 weeks of pregnancy.
- Pupils are encouraged to stay in school as long as possible before the birth of the baby. Support can be offered for up to 18 working weeks in total, if needed. ESTMA works closely with the young person and family, school, teenage pregnancy midwives and Youth Connexions teenage pregnancy PA's, to ensure that the support provided is appropriate for each individual case.
- Post 16 pupils whose education has been significantly disrupted due to medical reasons and who require additional support in year 12 to complete a GCSE course.
- Pupils reintegrating back into school following a period of absence due to medical reasons.

Medical Evidence

All referrals need to be accompanied by evidence from a medical practitioner, such as a Consultant Paediatrician or member of a CAMHS team. The evidence should explain the impact the illness has on the pupil's ability to access education in school.

Quality and Equality

Access to the Service

- The ESTMA senior management team will ensure access to the service is offered equally across the County through a central Intake meeting.
- Equal opportunity training is provided to all permanent staff and disseminated to all teachers working with the service.
- ESTMA staff will ensure that race, gender, ethnicity, religion and beliefs, sexual orientation and disability are taken into account when making decisions about the provision offered.

Education provision

- ESTMA will ensure that the education provided by ESTMA is of a consistently high quality, and follows the principle of equality of opportunity.
- ESTMA staff will have annual performance management in line with the Centrally Employed Teachers policy.
- ESTMA staff will be given training opportunities to ensure that they have up to date curriculum knowledge.
- ESTMA will ensure that the views of pupils, parents and carers are taken into consideration when decisions are made about the provision offered by ESTMA.
- Provision will be monitored regularly following the guidelines in the Management Guide to Practice for ESTMA.

Monitoring and Evaluation

- The ESTMA Senior Management Team will regularly monitor and evaluate the effectiveness of teaching.
- The feedback from individual pupil evaluations is monitored by the Senior Teacher responsible. If there are any issues which need to be addressed immediately the Senior Teacher is responsible for taking the appropriate actions.
- All policies and procedures will be monitored regularly over the year and on the annual review days.
- Evaluations are reviewed annually. Appropriate changes to policies and procedures are made at the annual review day or as a result of the feedback received.

EVERY CHILD MATTERS

ESTMA provides support within the framework of the 5 outcomes of ECM:- Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Wellbeing.

Being Healthy

ESTMA pupils will have the impact of their medical condition on their ability to access the curriculum minimised.

ESTMA will work with other agencies to identify pupils who may be missing education because of a medical condition

- ESTMA staff will liaise regularly with CSF staff, schools and medical teams to ensure pupils who may need ESTMA support are identified.

Information about illness and impact on ability to access the curriculum

- School and ESTMA staff will liaise with pupils, parents/carers and medical teams to ensure there is a clear understanding of the impact the pupil's illness has on his/her

ability to access the curriculum. Adaptations to the curriculum will be made where possible to help the pupil to achieve well despite their illness.

Access to peers, school and school activities to maximise physical and mental wellbeing

- Arrangements will be made where possible to keep pupils in contact with their peers when they are unable to attend school. This can be done through texts, email, letters and visits.
- Schools will be requested to send information home so that pupils do not lose contact with the activities happening in and after school.

Maximise opportunities to lead fulfilling lives regardless of health problems

- ESTMA staff will work closely with pupils, parents/carers, schools and medical professionals, to ensure that pupils with medical conditions have equal access to all activities as far as their medical condition will allow.

ESTMA staff will provide PHSE programmes on healthy lifestyles

- Where appropriate ESTMA staff will work with pupils to ensure they have an understanding of all aspects of healthy living using the PHSE curriculum.
- Where appropriate, ESTMA will provide opportunities for other professionals to provide input on subjects such as drugs education.

Staying Safe

Where possible ESTMA pupils will be able to attend school regularly and be able to access the curriculum safely.

ESTMA staff will have CRB checks and use ID as required in the Management Guide to Practice

- All staff who have direct contact with pupils will have annual enhanced CRB checks. They will all carry Hertfordshire CSF ID. They will attend CP training regularly.

Risk assessments carried out in working environments

- School staff and ESTMA managers will undertake and implement risk assessments for pupils whether working on school premises, in the home or alternative venues.

Access to information about illness and impact on ability to be safe

- School and ESTMA staff will liaise with the medical teams working with pupils to ensure that all precautions needed are taken to ensure the pupil's safety.

Knowledge of the wider world - PHSE

- Where appropriate ESTMA staff will work with pupils to ensure they have an understanding of issues of drugs, alcohol, sexual health and personal safety using the PHSE curriculum.

Enjoying and Achieving

ESTMA pupils will achieve curriculum and reintegration targets. Pupils will develop a positive self-image and be happy to be in school.

Achievable yet challenging targets set for curriculum and reintegration programmes

- To ensure that targets are achievable yet challenging. Curriculum targets are set based on assessments made by ESTMA staff and assessments provided by the school. Reintegration targets are set following liaison with medical staff and in consultation with pupils and their families at regular review meetings.

High expectations set

- ESTMA staff will encourage pupils to achieve their full potential, taking into account the challenges that their illness may present.

Positive self image through support for personal and emotional development

- Pupils will be encouraged to think positively about themselves, by being involved in setting their own targets. Academic achievement, achieving reintegration targets and personal targets are all equally recognised.
- ESTMA staff will encourage their pupils to become involved with other activities to increase their opportunities to achieve in all aspects of their lives.

Making a Positive Contribution

- ESTMA pupils will be consulted about the support offered by the service. They will maintain relationships with peers and be able to participate in activities in and out of school.

Involvement of the young person in decisions made

- Pupils' views are always sought by ESTMA staff. They are encouraged to attend meetings, are asked to fill in pupil report forms and are actively involved in decisions made about their personal education plans.

Developing positive stable relationships

- ESTMA staff provide a positive role model for their pupils.
- ESTMA staff promote positive relationships with pupils, parents and carers.

Creating opportunities for involvement with peers

- ESTMA staff encourage pupils to maintain and develop relationships with their peer groups in and out of school.

Developing the ability to make choices individually and as part of a group

- ESTMA staff prepare pupils for group sessions where possible, in school and with other ESTMA pupils.

Encourage involvement in group activities in and out of school

- Pupils are encouraged to take part in social and sporting activities in and out of school.

Pupils are encouraged to provide mentoring support to other ESTMA pupils

- ESTMA staff encourage pupils to provide positive role-models and mentoring support where appropriate.

Achieving Economic Wellbeing

ESTMA pupils' continuity of education will be maintained. Post 16 progression will be agreed if appropriate.

Providing opportunities to succeed in achieving curriculum targets

- ESTMA staff work with the school, the pupil and parents/carers to ensure curriculum targets are realistic and set with future college/employment opportunities in mind where appropriate.

Providing access to school

- ESTMA staff encourage and provide opportunities to pupils to return to school as quickly as possible to ensure access to a broad and balanced curriculum.
- ESTMA staff support pupils to attend examinations in school.

Working with other organisations to support post 16 provision

- ESTMA staff work with other agencies such as Youth Connexions to ensure pupils are prepared for post 16 provision.

Providing information in preparation for working life where appropriate

- ESTMA staff use Work Related Learning materials with appropriate pupils.

Appendix A - Statutory Guidance and Legislation

This policy takes account of the statutory guidance contained in:

- The Access to Education Document for Children and Young People with Medical Needs Circular 732/2001. DfES (now DCSF) The Access to Education document sets out minimum national standards of education for children who cannot attend school because of medical needs.
- Implementing the Disability Discrimination Act in Schools and Early Years Settings. (2005) (DCSF and Disability Rights Commission)
- Removing Barriers to Achievement 10 year Government strategy for SEN (2004). DfES ES/0117/2004 DfES ES/0118/2004 (summary).
- The Education Act 1996 (DfES)
- The Local Education Authority (LEA) has a duty set out in the Education Act 1996 to "... Make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them."
- Every Child Matters - Change for Children Agenda (DCSF 2004)
- This document sets out the national framework for local change programmes to build services around the needs of children and young people so that the government can maximise opportunity and minimise risk. It is underpinned by The Children Act 2004.
- Race Relations (Amendment) Act 2000 (RRAA)
- CSF ESTMA County Policy March 2009.
- Hertfordshire County Council Equality Policy

Appendix B - Eligibility Criteria for Education Support Team - for Medical Absence (ESTMA)

REASON FOR REFERRAL	TYPE OF SUPPORT AVAILABLE
<p>Absent or anticipated absence from school for a period of more than 15 working days due to medical reasons.</p> <p>Attendance below 50% due to medical reasons.</p>	<ul style="list-style-type: none"> • Advice to schools re: support mechanisms for pupils to help them to access the curriculum in school. • *5 hour per week (hpw) individual teaching time. Support delivered either at home or at another venue e.g. in school, library, college, ESC etc. • Allocation of TA time to enable pupil to access the curriculum in school. • Attendance on designated college course in agreement with schools.
<p>Admitted to hospital for long stay i.e. five days or more or recurrent periods.</p>	<ul style="list-style-type: none"> • *5 hpw individual teaching support delivered in the hospital • Access to computers and other learning aids • Limited teaching or TA support for a reintegration programme (recurrent patients)
<p>Absence or anticipated absence due to pregnancy and motherhood.</p>	<ul style="list-style-type: none"> • *5 hpw individual teaching support delivered at home or another venue while child is unable to attend school due to pregnancy or motherhood. This is offered no earlier than 29 weeks of pregnancy. • Support is available for a maximum of 18 working weeks.
<p>Post 16 students whose education has been significantly disrupted due to medical reasons and who require additional support after Year 11 to complete a GCSE course.</p>	<ul style="list-style-type: none"> • A meeting will be held in school to discuss joint funding of provision. • ESTMA will provide up to 2½ hpw teaching support to support the completion of a GCSE subject which has been started in year 11. • ESTMA will liaise with Youth Connexions to ensure that future provision is being discussed with the pupil.
<p>Children returning to school following a period of absence due to medical reasons.</p>	<ul style="list-style-type: none"> • *3 hpw teaching support or equivalent TA time provided at school to support and establish reintegration with the school. • Phased reduction over an agreed timescale. • Support should continue no longer than 10 weeks.

* The hours of teaching support allocated are based on pupils' individual needs.

Appendix C - Exit Criteria for Education Support Team - For Medical Absence (ESTMA)

EXIT CRITERIA	ACTIONS TAKEN
<p>Pupil recovered from illness and no longer requires support.</p> <p>Pupil able to attend over 50% of the agreed timetable.</p>	<ul style="list-style-type: none"> • No further action required
<p>Pupil reintegrated to school on a timetable agreed with the pupil, parents, school, medical team and any other professionals working with the pupil.</p>	<ul style="list-style-type: none"> • Senior Teacher and Attendance Improvement Officer (AIO) to monitor for half a term.
<p>Pupil not accessing ESTMA support.</p> <p>For example:</p> <ul style="list-style-type: none"> • Not attending. • Too ill to access. 	<ul style="list-style-type: none"> • Meeting arranged with pupil, parents/carers, school and professionals involved to review suitability of provision and agree future support. • AIO to be informed.
<p>Pupil not accessing medical services.</p> <p>For example:</p> <ul style="list-style-type: none"> • Pupil refusing to access mental health services. • Pupil discharged by mental health services. 	<ul style="list-style-type: none"> • Meeting arranged with pupil, parents/carers, school and professionals involved to review suitability of provision and agree future support. • AIO to be informed.
<p>Pupil moves out of Hertfordshire.</p>	<ul style="list-style-type: none"> • Senior Teacher to liaise with equivalent service in new authority. • AIO to be informed
<p>Pupil Dies.</p>	<ul style="list-style-type: none"> • Senior Teacher to liaise with family and school to ensure information is shared appropriately. • Senior Teacher to ensure that support is available for ESTMA staff. • ESTMA staff to follow procedures in ESTMA Management Guide.