

EDUCATIONAL PROVISION FOR PUPILS WITH MEDICAL/ MENTAL HEALTH NEEDS

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THE SCHOOL'S ROLE IN SUPPORTING PUPILS WITH MEDICAL NEEDS

Statutory Guidance:

- Pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions



Governing bodies must ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported

TERMINOLOGY

| Acute | Chronic | Life limiting | Life threatening |
|--|---|---|---|
| Severe and sudden in onset | Long developing, persistent and long lasting (more than three months) | No expectation of cure and life will be shortened | Curative treatment may be feasible but may fail |
| <ul style="list-style-type: none">• Broken bones, Asthma | <ul style="list-style-type: none">• Brittle bones• Sickle cell• Conversion Disorder | <ul style="list-style-type: none">• Neuroblastoma• Severe Spinal Cord Injury | <ul style="list-style-type: none">• Encephalitis• Meningitis |

DOES YOUR SCHOOL HAVE...?

Designated Medical Needs Link Person should:

1. Liaise with staff from the hospital school/home tuition/Medical PRU
2. Ensure there is a meeting(s) with parents/carers and relevant professionals from all agencies including advisory teachers, school nurse or nurse specialist, clinicians, social care, therapists (see <http://bit.ly/1ISCK5a> for a handy template)
3. Consider how to raise awareness for staff, peers and other parents (CLIC Sargent provides resources and lesson plans see www.clicsargent.org.uk/news/07-05-2014-clic-sargent-launches and the videos for KS 1,2,3 www.youtube.com/user/clicsargent)
4. Establish any adult support needed for transition
5. Consider a flexible timetable

PREPARING TO MEET THE MEDICAL NEEDS OF A PUPIL

- Are staff adequately trained for their specific role in supporting the child?
- Have staff received training on the diagnosed condition of the child and how they can ensure inclusion?
- Have you fully discussed confidentiality and risk assessments
- Have you agreed what the parents and young person want to be shared with staff and pupils.
- Have you ensured a individual healthcare plan is in place, is shared and can be monitored?



ENSURING A SMOOTH AND WELCOMING TRANSITION



- Do the ground work while a child is ill
- Ensure a lead professional is in place
- Pupils and parents/carers need to be involved in reintegration plans
- Allow a phased or flexible programme
- Encourage pupils to keep in touch with peers through social media, emails, visits etc.
- Provide opportunities for pupils to be included in any events, information sharing, educational visits, newsletters and social occasions
- Make information available about the curriculum, ensuring the child can *keep up, rather than having to catch up.*



Can a school place a pupil on a part-time timetable?

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

DfE November 2016

CHECKLIST ON COMMUNICATION ON TRANSITION FROM HOSPITAL TO SCHOOL

| Communication with families: | Communication with school staff: | Communication with a young person: |
|---|--|---|
| <ul style="list-style-type: none">• Address and mobile number?• How and when will there be regular communication with keyworker/teachers?• Can the family help with any training needed for staff or suggest appropriate professionals to deliver training?• Medication and personal care?• Dietary requirements?• Exercise programme?• Future hospital appointments Home school – address and contact person?• Hospital school - address and contact person?• Professionals involved with pupil/student - list after discussion with family? | <ul style="list-style-type: none">• Training required for all staff/ specialist staff? Providing time?• Methods of information sharing with staff?• Accessibility and adaptation of resources required?• Access & understanding of policies in school for children with SEN/medical needs?• What happens when a child is unwell? Appropriate routes of contact for teachers? | <ul style="list-style-type: none">• What is the best way the school can help the pupil/ student?• School curriculum – what reasonable adjustments will have to be made to ensure inclusion?• Weekly timetable - daily start and end times when reintegrating into home school?• Homework support?• Support for emotional wellbeing – keyworker, Circle of Friends?• Medication and personal care?• Dietary requirements?• Access and mobility in the whole school environment?• Exercise programme? |

CLASSROOM STRATEGIES

- Allow pupil to sit near the door with a 'TIME OUT' card.
- Be aware of tiredness
- Be aware of missed learning
- Prepare the class on what to expect and how to support or not
- Asking after the young person, even when they are not there (Panda in my seat)
- Display a photo of the young person in the staffroom (discuss with parents and young person first)





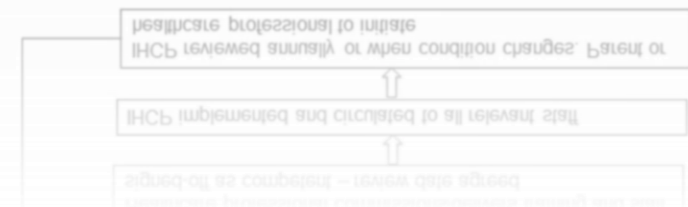
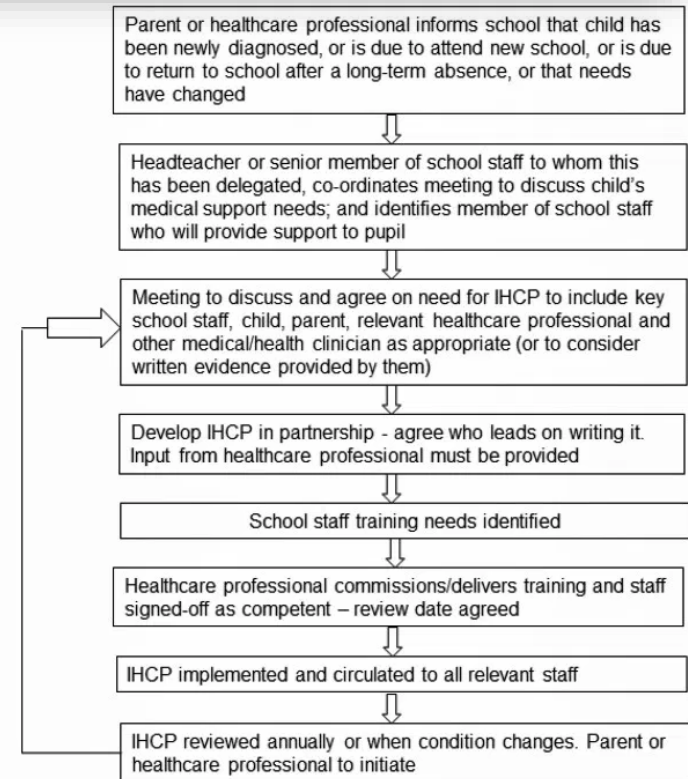
The Individual Healthcare Plans are useful, but my school were not keen on doing it (I know it was extra paperwork for them). Having it in place made me feel safer at school. Please do these plans for all pupils.

A pupil



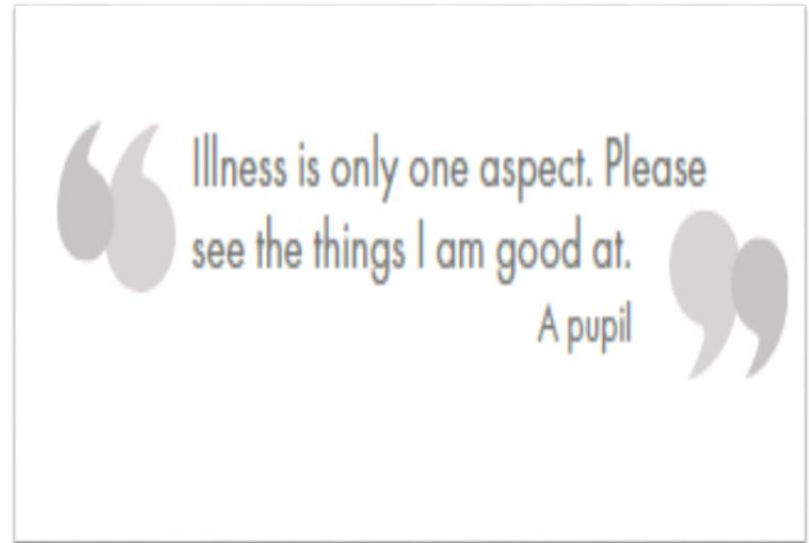
Individual healthcare plans can help to ensure that schools effectively support pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed.

Where the child has a special educational need identified in a statement or EHC plan, the individual healthcare plan should be linked to or become part of that statement or EHC plan.



SUCCESS STRATEGY

- Early Identification
- Flexibility
- Leadership
- Staff training
- Teaching
- Culture
- Wellbeing and services
- Staff wellbeing



HOME TUITION FOR CHILDREN WITH MEDICAL NEEDS: PROCESS



- ▶ If a child is absent from school with a medical condition for a period of **2 weeks or more**, or is planning on having an absence due to a medical procedure they may be entitled to home tuition
- ▶ **School to contact HHTS to discuss the case**, and arrange to refer
- ▶ Referral must be accompanied by **medical letter detailing reason for home tuition and length of time** required.
- ▶ The referral form is on our www.hhts.wandsworth.sch.uk/schools/referrals/
- ▶ Please fill this in fully!

HOME TUITION FOR CHILDREN WITH MEDICAL NEEDS: PROVISION



- ▶ **Short term** intervention to ensure continuity of education during school absence
- ▶ **5-8 hours tuition** per week, working in the pupil's home or other alternative venue. This will focus on core subjects and areas of interest.
- ▶ **Lead teacher from HHTS will link with school** to request work in core subjects, resources and materials. As far as possible, the child should be able to access the curriculum and materials that he or she would have used in school.
- ▶ Reintegration phase: when reintegration into school is anticipated, HHTS will work with the school (and hospital school, PRU/home tuition services if appropriate) to plan for **consistent provision** during and after the period of education outside school.
- ▶ Individual healthcare plans to be facilitated by school

CURRENT GUIDANCE FOR SCHOOLS

[Supporting pupils at school with medical conditions \(related templates and links to useful resources\)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

‘Ensuring a good education for children who cannot attend school because of health needs’

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance - revised may 2013 final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance_-_revised_may_2013_final.pdf)

Supporting mental health in school and colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/634725/Supporting_Mental-Health_synthesis_report.pdf

HHTS Mental Health Newsletter

<http://www.hhts.wandsworth.sch.uk/>

NASEN: ‘Children with Medical Needs: What schools and colleges need to know’