

The Community College Whitstable

Policy to Support Children and Young People with all Medical Conditions



Agreed by Governors at the Strategy Meeting held on 12th March 2015

CW

Mrs C Williams, Chair of Governors

Date

HST

Ms H Sullivan-Tighe, Headteacher

Date

Reviewed on 24th February 2015 by Governor, C Williams and Deputy Headteacher, K Cross.

The policy will be reviewed every 3 years but will be amended before then if required.

Next review due: March 2018

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1. Introduction

The Community College Whitstable's (CCW) policy is intended to ensure that children with serious health conditions in terms of both physical and mental health are properly supported so that they can achieve their academic potential. The policy was developed after a national statutory review of the provision of support for students with chronic illness, or long-term or other serious medical conditions, including those with mental health diagnoses, who form potentially vulnerable groups of students at risk of underachieving. The policy describes newly developed systems of support available which are aimed at meeting the needs of these learners.

All learners are entitled to remain in education and training up to age 19.

In drawing up this policy Governors consulted the information from the DfE. (As set out in DfE, (June 2014) *Mental health and behaviour in schools: Departmental advice for College staff*. London: HMSO. Details of Individual Health Care Planning are contained within DfE Guidance February 2014).

How CCW promotes their students' mental health and wellbeing.

The culture and structures within CCW promotes the students' mental health through:

- **the senior leadership team** is committed to a positive and supportive culture within the College; valuing all students; allowing them to feel a sense of belonging; and making it possible to talk about problems in a non-stigmatising way;
- **the ethos of setting high expectations of attainment for all students with consistently applied support**. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the College and the range of acceptable and unacceptable behaviour for students These are available and understood clearly by all, and consistently applied by staff;
- **an effective strategic role for the qualified teacher who acts as the special educational needs co-ordinator (SENCO)**, ensuring all adults working in the College understand their responsibilities to students with special educational needs and disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the College identifies and meets students' needs, will provide advice and support to colleagues as needed and will liaise with external SEND professionals as necessary;
- **working with parents and carers as well as with the students themselves**, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- **continuous professional development for staff** that makes it clear that promoting good mental health and emotional resilience is the responsibility of all members of College staff and the community, informs them about the early signs of mental health problems, what is and is not a cause for concern, and what to do if they think they have spotted a developing problem;
- **clear systems and processes to help staff identify children and young people with possible mental health problems**; providing routes to escalate issues with clear referral and accountability systems. Schools should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the College). These will be set out clearly in the College's published SEND and medical needs policies;
- **working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support**: an assessment to establish a clear analysis of the student's needs; a plan to set out how the student will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision which lead to improvements for the learner.
- **reviewing its provision using the Headstart programme**;
- **utilising the Penn Resilience programme and Young Healthy Minds** to develop emotional resilience and wellbeing;
- **Undertaking Pass Testing** to assess students' awareness of self and school which highlights features of emotional wellbeing.

CCW will meet the needs of students with physical medical needs or chronic illness with a differentiated support system including support from specialist health support (including College nurses), Home Tuition, a Virtual Learning Environment, KIAS (Kent Integrated Adolescent Support Service), KIFSS (Kent Integrated Family Support Service) and other family support. The aim of the support will be to reintegrate students as their health improves.

Where students have long and persistent absences from College due to long-term chronic or health needs (including mental health) CCW will work with health professionals and other organisations to help continue to support students' education, personal development and well-being, and facilitate their early return to College.

This service will work closely with Early Help and Preventative Services and other family support services.

2. Mental Health Needs Student Referral Unit which includes: 1 Specialist unit, 6 Resourced Bases and Outreach

CCW acknowledges its responsibility to refer students displaying behaviour which may be related to mental health needs. CCW will work in partnership with Oakfields Education Unit Specialist Children Services and clinical professionals and CAMHS educational provision.

3. Statutory Responsibilities for Schools and Local Authorities

The College will hold a list of all students identified with physical or mental health needs. Ofsted guidance (January 2014) indicated that 'inspection teams will evaluate the achievements and experiences of this group of vulnerable students. Schools will, therefore, need to ensure that teaching, the curriculum and the use of resources are appropriately adjusted to meet these students' needs. The College will consider the professional development of staff so that there is sufficient knowledge and expertise to manage health needs. There should be a member of staff responsible for students with health needs and College leaders should know which young people have chronic medical or mental health needs, and monitor the provision for them and the outcomes achieved.

Schools' responsibilities are to:

- consider the professional development of staff so that there is sufficient knowledge and expertise to manage the health needs of students;
- ensure that teaching, the curriculum and the use of resources are appropriately adjusted to meet the needs of these students;
- establish clear systems and processes to help staff who identify learners with mental health problems by holding a register of those students;
- set out the transport arrangements for these students, including what should be done in emergency situations;
- work with other providers, organisations and services to support the wellbeing and education of students with health needs and their reintegration into College after any period of absence;
- ensure that Individual Health Care Plans (IHCP or EHP) are drawn up and reviewed, in the context of assessing and managing risks to the child's education, health and wellbeing to minimise disruption;
- work together closely with parents of students with any medical needs to ensure that their learning needs are satisfied, recognising the importance of good communication;
- plan for successful reintegration of the students with health needs;
- monitor those learners who are not in full-time education;
- implement a reduced timetable in some circumstances
 - in order to support a student who cannot attend College full-time because of their health condition;
 - ensure that it is appropriate to the student's personal needs, abilities and circumstances.
 - regularly review cases of reduced timetable
 - facilitate reintegration as early as possible

Supporting students with health conditions to attend full time education

Poor health can undermine educational attainment. Surveys suggest that disproportionately large numbers of students with conduct and emotional disorders fall behind in their overall educational attainment, miss College or are excluded. There will always be young people with health conditions who cannot attend mainstream College regularly, or for periods of time. It is important that these young people are recognised early and that the Student Inclusion Team Leader is alerted to the fact that they are not attending regularly. If support from the College is not proving to be effective, then a referral will be made to the allocated Education Welfare Officer via Early Help and Preventative Services. CCW will work with other agencies and will require flexibility around provision and careful monitoring. There will be regular reviews and poor attendance could be a trigger for an Individual Health Care Plan for the learner.

4. Participation in Education and Training Up to Age 19

Where required, an Individual Health Care Plan will be completed with the support of appropriate health, and other professionals to ensure progression into higher levels of learning or employment.

5. Individual Health Care Plans

Individual Health Care Plans (and their review) may be initiated, in consultation with the parent, by a member of College staff or a healthcare professional involved in providing care to the learner. Plans should be drawn up in partnership with the College, parents, and a relevant healthcare professional (i.e. a school nurse, or specialist or children's community nurse) who can best advise on the particular needs of the learner. The SENCO will present a completed plan at the Local Inclusion Forum Team (LIFT). CCW will always involve learners in contributing to the plan and its annual review wherever possible.

In cases of hospitalisation or periods of alternative provision the College will review the IHCP in order to support the student in achieving their educational potential. Where a learner is returning to College with an IHCP following a period of hospital education or alternative provision, the College will work with the local authority's services to ensure that the IHCP identifies the support the learner will need to reintegrate effectively into school.

The Governor with responsibility for SEN will, on one of the Governor Visit Days, monitor the College's management of the following points and then report back to the FGB on the impact of the policy:

- the health condition, its triggers, signs, symptoms and treatments;
- the learner's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons;
- specific support for the learner's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- the level of support needed, (some children will be able to take responsibility for their own health needs), including emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring it;
- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- who in the College needs to be aware of the child's condition and the support required;
- arrangements for written permission from parents and the Headteacher for medication to be administered by a member of staff, or self-administered by the student during College hours;
- separate arrangements or procedures required for College trips or other College activities outside of the normal College timetable that will ensure the student can participate safely, e.g. risk assessments;
- where confidentiality issues are raised by the parent and child, there should be clarity about the designated individuals to be entrusted with information about the child's condition; and
- what to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency Health Care Plan prepared by their lead clinician that could be used to inform the development of their Individual Health Care Plan.

Guidance for Schools to identify appropriate support

CCW will consider the strategies used to support students with medical or mental health needs as part of the College's 'reasonable adjustment' and there is a need to demonstrate the specific support identified for the student's educational, social and emotional needs within the IHCP.

Schools would usually ensure the following:

Education Support

- Individual Health Care Plans and/or Early Help Assessment (Kent Family Support Framework KFSF, formerly the CAF)
- Teaching Assistant support, arrangements made for catch-up sessions
- time-limited modified timetables: later start, earlier finish, reduced curriculum offer, reduced number of days, after College sessions, time out placement, alternative on-site provision (i.e. Inclusion area)
- on-line/virtual learning
- teaching home visits

Pastoral Support

- break and lunch time sanctuary
- named mentor
- peer mentoring, nurture groups, social skills groups
- College based counselling

Student Inclusion Leader

- meetings with parents and sometimes the extended family
- a family liaison Worker/Key Worker
- family work, parents groups

Counselling

- weekly counselling to students where appropriate at the College's cost.

Specialist support, advice, training in College

- Health Needs Education Service
- Educational Psychology
- Specialist Teaching and Learning Service
- College Nursing Service
- Specialist Teams from Hospitals
- Speech and Language Therapy

Specialist Outreach Support

- Health Needs Education Service
- Specialist Teaching and Learning Service
- Special Schools outreach support
- CAMHS

Consultation with other agencies (for advice, and to support access to other services)

- LIFT for STLS and Educational Psychology Service
- Early Help Assessment
- KIASS and KIFSS District Locality Managers
- In Year Fair Access (IYFA)
- Specialist Children's Services
- Short-term/respite placements supported by the Home College at a locality hub
- Commissioned-therapeutic work with learners delivered by an appropriate specialist, within or beyond the school, including:
 - Educational Psychologists
 - College Nurses
 - Young Healthy Minds
 - Locality based Primary Mental Health Workers (new posts commissioned by KCC and CCGs)
- GP's and/or Paediatricians
- Referral of serious cases to CAMHS Tiers 3 and 4
- Early psychosis team 14+ services

Appendix. Kent Summary of provision for Learners with Health Needs.

Medical Needs

- A dedicated education service to support schools to ensure learners with medical needs receive an appropriate education programme up to age 19.
- For learners with medical health needs the service will comprise a County Outreach Team. The team will coordinate specialist support to the home College from health professionals (including College nurses), Home Tuition, Virtual learning Environment, KIASS, KIFSS and other family support. For these learners the home College remains accountable for education provision and has access to this integrated additional support to meet learners' needs.
- Access to additional support will be through the IHCP process.

Mental Health Needs

- One county Student Referral Unit to provide a coordinated and distinct service for those learners with Mental Health Needs, through Oakfields Education Unit and 6 bases. Oakfields Education Unit is a specialist unit for more complex mental health needs which can only be accessed by Tier 3 and 4 Health Care Professionals
- Multiagency support will be delivered through the 6 locality specialist resourced bases.
- Accountability for student progress and outcomes will rest with the home school.
- Close liaison will be maintained with the home College to ensure effective student reintegration as their health improves.
- Access to specialist support from the mental health education service will be through the Individual Healthcare Planning process and triage arrangements.
- Schools may request appropriate support from KCC to maintain the student in the home school, or to access off-site provision and interventions. The Individual Health Care Plan will form the basis of this request (see Appendix 1).
- The KCC support for students with mental health needs may include access to education staff, specialist educational services, a virtual learning environment, specialist mental health nurses, Early Help services and other family support and specialist EWOs, training for College staff in meeting the needs of these students and Educational Psychology services.
- CPD and workforce development for schools.

Glossary of Terms

AC – Alternative Curriculum

AP – Alternative Provision/Provider

CAMHS – Child and Adolescent Mental Health Service

CiC – Children in Care (formerly LAC)

CiN – Children in Need

CME – Children Missing Education ie not on the roll of any College

EHE – Elective Home Education (young people withdrawn from a College roll in order to be taught at home)

EP – Educational Psychologist

FE – Further Education

FSM – Free College Meal (often used as a proxy indicator of deprivation in an area or school)

FTE – Fixed Term Exclusion

IHCP – Individual Health Care Plan

IYFA – In Year Fair Access (Protocol) – Agreement between schools and local authorities to ensure that all young people have a College place.

KSFS – Kent Family Support Framework

KIASS – Kent Integrated Adolescent Support Service

KIFSS – Kent Integrated Family Support Service

VSK – Kent Virtual College (supports the education of Children in Care)

LIFT – Local Inclusion Forum Team

Managed Move/Transfer – process of moving a student between schools mid year.

NEET – Not in Education, Employment or Training

PEX – Permanent Exclusion

PP – Student Premium – central government additional payment designed to support children and young people from low income households.

QA – Quality Assurance

RAP – Raising the Age of Participation

SALT – Speech and Language Therapy

SEMH – Social Emotional and Mental Health

SEND – Special Educational Needs and Disabilities

SLA – Service Level Agreement

YOT – Youth Offending Team