POLICY
FOR THE
EDUCATION
OF
SICK CHILDREN
SEPTEMBER 2013
POLICY FOR THE EDUCATION OF SICK CHILDREN

STATUTORY DUTY
Section 19 of the Education Act 1996 provides that “each local education authority shall make arrangements for the provision of suitable education 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”.

In determining what arrangements to make under subsection 19(1) or (4) in the case of any such pupil, a Local Authority must have regard to guidance given from time to time by the Secretary of State. Access to Education, For Children And Young People With Medical Needs (see below*) is such guidance. The Local Authority, all schools and other relevant bodies have a statutory duty to follow it or, where action deviates from it, be able to justify this in terms of sound reasons which produce at least as good outcomes for sick children.

SCOPE
This guidance covers the education of pupils who are unable to attend normal full-time schooling for medical reasons, who:

- Are physically ill:
- Are injured; or,
- Have mental health difficulties
- Or have a chronic illness as identified in Chronic Illness Policy.

It takes account of advice and reflects good practice contained in the following DcFS guidance documents:

- Standard 9 & Disability Act 2004
**CONTEXT**

“An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves talking account of pupils’ varied life experiences and needs.

The most effective schools do not take educational inclusion for granted. They constantly monitor and evaluate the progress each pupil makes. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. They take practical steps – in the classroom and beyond – to meet pupils’ needs effectively and they promote tolerance and understanding in a diverse society”. (Evaluating Educational Inclusion: Guidance For Inspectors And Schools, OfSTED, 2000).

**AIMS**

Services to people through its promotion of social inclusion aims to:

- Ensure that sick children access a broad and balanced education suitable to their medical needs;
- Ensure a supported reintegration to full-time education wherever possible and at the earliest opportunity commensurate with their medical progress;
- Minimise the potential underachievement that could result from being out of school; and,
- Maximise the potential for successful transition from statutory education into further education and employment.
EXPECTATIONS OF SERVICES TO YOUNG PEOPLE

In the furtherance of these aims the Authority has the following specific objectives:

- To provide high quality education to pupils within 15 days of being out of school
  - of at least 5 hours per week, and
  - up to, wherever possible, the maximum amount of education deemed beneficial in accordance with medical advice;

With a particular emphasis on pupils preparing for end of Key Stage assessments

- to facilitate links between school and other agencies including, where relevant, the post 16 sector;

- to ensure provision is planned for pupils with known and recurring illnesses to ensure continuity of education from the earliest possible date

- to work in close partnership with parents and engage pupils in making decisions and exercising choice

- where students attendance is effected due to their chronic illness support is provided within 2 school days.

EXPECTATIONS OF SCHOOLS

Schools have a policy and procedures (see model school policy) for dealing with pupils who are unable to attend school because of medical needs. These should be freely available to parents. The procedures should include arrangements to:

- designate a named person responsible for sick children;

- notify the Services to Young People worker if a pupil is, or likely to be, absent from school due to medical needs for more than 15 school days;

- supply the appropriate education provider with information about a pupil’s capabilities, educational progress, and programmes of work together with appropriate resources.

- Provide TA support for pupils with a chronic illness

- Be active in monitoring progress and in supporting the pupil’s reintegration into school, liaising with other agencies, as necessary.

- Ensure that pupils who are unable to attend school are kept informed about school social events, and are able to participate, where appropriate, in activities such as homework clubs, study support and other activities.

- Encourage and facilitate liaison with peers, for example, through visits and videos / e-mails / cards.
PARENTS AND PUPILS

Parents play a pivotal role in the support and management of their child’s condition. They are key partners in the education process for sick children and should be actively engaged at all stages of involvement with education services provided for sick children. Parents can

- Provide information on their child’s
  - interests and motivations
  - educational achievement and any special educational needs
  - physical emotional and psychological progress
  - activities which should be avoided

- support learning activities by acting as co-educators

- assist liaison with the home school

- be positively involved once their child returns to school

For further details see the DOE website for parents in the contact section below.

Parental information about the education provided for sick children in Stockport can be accessed through the providing services. Summary details are also contained in the Authority’s publications Primary Education in Stockport: information for Parents and Secondary Education in Stockport: Information for parents, which are issued to all parents as part of the school admission process and are updated annually. These are published on the Services to Young People website at: [www.stockport.gov.uk/schooladmissions](http://www.stockport.gov.uk/schooladmissions)

Pupils are also encouraged through initial assessment and reviews to be involved in making decisions which affect them, commensurate with their age and level of understanding.

Details related to this are contained in the Education of Sick Children / Teaching Agreement.
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EDUCATION SERVICES

The following services play an important role in delivering education to meet the needs of sick pupils who are of statutory school age. Of key importance among them is the Education of Sick Children which operates as part of the Pendlebury Centre Pupil Referral Unit. (see Case Study examples and Flowchart in the Annexes)

THE PENDLEBURY CENTRE PUPIL REFERRAL UNIT

The Pendlebury Centre has several main components:

- The Pendlebury Centre Unit – which provides small group teaching for emotionally vulnerable and anxious secondary age pupils and includes outreach into mainstream secondary schools

- The Education of Sick Children Service – providing home teaching to primary and secondary age pupils who cannot attend school for medical and mental health reasons and provides education in the Tree House, Stepping Hill Hospital.

- Cedars is a small satellite provision based within Pendlebury Pupil Referral Unit for students experiencing significant mental health problems.

- Secondary Jigsaw is a multi agency mental health team which provides support and training for schools and families.

- The Secondary Behaviour Support Service – which supports mainstream primary schools and pupils with emotional, social and behavioural difficulties with a focus on pupils who have acting out and challenging behaviour.

- Primary Jigsaw
KEY SERVICE

As the main provider of education for sick children of statutory school age it is the responsibility of the Education of Sick Children to:-

- Liaise with the home school where pupils with medical problems are admitted to hospital are highlighted by the medical staff
- Provide referral forms and information about the service to schools and checklists to help school monitor support to be provided
- Provide information to parents about the service
- Assess and provide teaching support if necessary within 5 working days of receiving a referral
- Liaise with schools and ask for appropriate curriculum work to be provided
- Arrange for the collection and return of work
- Help the pupil to maintain contact with his/her school and peer group through liaison with named contacts
- Organise and attend reviews on a 6-8 week basis
- Keep the home school informed of any problem areas, e.g. medical, academic or pastoral
- Organise referrals to other agencies as necessary
- Liaise with schools and help organise the reintegration process
- Monitor the success of the service through liaison with parents/carers after the reintegration process has been completed
- Liaise with post 16 education providers

CRITERIA FOR SUPPORT

For hospital teaching, the pupil must be either:

- A ward patient at the Tree House Children’s Centre for more than 48 hours; or
- A recurrent admission / regular patient suffering from a chronic illness.

For home teaching:

- A Consultant Paediatrician or Consultant Psychiatrist / Psychologist must confirm that the pupil is likely to be absent from school for a period of not less than 3 weeks. A letter confirming this must be obtained before home teaching can be organised.
REFERRAL ARRANGMENTS FOR HOME TEACHING

Referrals can be made:

- Through hospital-based teachers on official documentation supported by medical staff. These are often preceded by informal discussion.

- In writing directly by a consultant (referral from other medical practitioners may be considered in certain circumstances).

- By Headteachers and Children & Young People Workers using Education of Sick Children referral forms. These are often preceded by informal discussion and require medical evidence to support the referral. (See above).

All referrals are acknowledged within 3 working days and teaching support is usually in place within 5 working days of receipt of referral. All pupils remain on the roll of their mainstream school.

TEACHING

All teaching takes place during school hours and term times. (See Table of Provision in the Annexes.)

ON THE WARD:

- There is a .4 fte full time teacher and a .8 fte teaching assistant who share responsibility in providing support by the bedside and in the ward classroom;

- Teaching is organised by the ward teacher according to the needs of the pupil and the demands on the service;

- Pupils work individually and, when possible, in small groups in the ward classroom. They are expected to continue the work being undertaken at their home schools and to explore their own interests. Pupils are also encouraged to work independently at their own level and pace.

AT HOME:

- Teaching provided by a small team of teachers and is co-ordinated by Education Support Officer for Sick Children.
- Pupils are taught on a sessional basis, usually lasting between one to one and a half hours depending upon the needs of the pupil.
- Pupils work individually and are expected to continue the work being undertaken at their home schools and to explore their own interests. Pupils are also encouraged to work independently at their own level and pace.
• Pupils with chronic illness receive education by a Teaching Assistant from their mainstream school who knows the pupil and their educational capabilities.

Specialist teaching support is arranged wherever possible and especially at GCSE level, through the small team of teaching staff.

The Education Support Officer visits all homes to confirm suitability for the provision of home-based teaching and to gain parent/carer’s cooperation. Teaching time is provided either by the teachers in the hospital or by the tutors in the home depending upon the needs of the pupil and the demands on the service. Occasionally, specialist teaching may be provided on the wards when deemed necessary or possible. This teaching will then be continued in the home after discharge if necessary thereby aiding continuity of education.

**CHRONIC ILLNESS REGISTER**

Following two consecutive days of absence from school, children with defined chronic illnesses will be entitled to one hour’s teaching support per day at home. This support will not be an open ended provision. The support will be provided by a teaching assistant from the child’s own school. Funding costs for the teaching assistant will be jointly met by the Services for children and Young People and the child’s mainstream school.

The register of details of children who have chronic illnesses will be held and maintained at the Pendlebury Centre. All schools will be asked to provide annual attendance figures for these children.

**TRANSPORT**

Where possible the Authority will assist parents with transport on medical grounds, if the pupil cannot otherwise attend school and where:

• The pupils is otherwise well enough and able to benefit from attending school
• This can be achieved in an effective and efficient manner as part of a process of reintegration.

**ACCOUNTABILITY**

Stockport Services for Children & Young People has established systems for internal monitoring and evaluation. These ensure that its services for sick children:

• Meet the needs of pupils
• Are delivered cost effectively
• Meet the requirements of Section 19 of the Education Act 1996, Access to Education guidance, SEN Code of Practice 2001 and duties identified under the disability Discrimination Act 1995 Part 1V which takes effect from September 2002

Services are inspected through the LA OfSTED inspection process and the OfSTED inspection of the Pendlebury Centre PRU.
ANNEXES

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ANNEX 2:
EDUCATION PROVISION

ANNEX 3:
FLOWCHART OF EDUCATIONAL SERVICES

ANNEX 4:
MODEL SCHOOL POLICY
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ANNEX 1: CONTACTS
Stockport Contacts

The Pendlebury Centre PRU

- Janice Cahill
  Headteacher, The Pendlebury Centre
  Tel: 0161 428 9305
  Email: Headteacher@pendlebury.stockport.sch.uk

- Sue Miller
  CAHMS / Education of Sick Children
  Tel: 0161 428 9305
  Email: sue.miller@pendlebury.stockport.sch.uk

Behaviour Support Service

- Jeanette Maude
  Headteacher, Behaviour Support Service
  Tel: 0161 437 4956

Child & Adolescent Mental Health Service (CAMHS)

- Sara Leah
  CAHMS Manager
  Tel: 0161 419 2050 / 2053

Epilepsy Nurse

- Bernie Wilmott-Lee
  Tel: 0161 419 2125

Paediatric Liaison Health Visitor

- Pat Radcliffe
  Liaise with school nurses from hospital base
  Tel: 0161 419 2122

School Nurses

- Jill Beswick, School Nurse Manager
  Tel: 0161 426 9305
  Jill.beswick@nhs.net

Stockport ME Group

  Tel: 0845 5194116
Neighbouring LEA Home Teaching Services
Contacts

Cheshire East

Belinda Roberts
Tel: 01270375211

Derbyshire

- Liz McQueen. Head, Out of School Tuition
  01773 570939

Manchester

- Hospital Schools and Home Teaching
  Headteacher
  Sandra Hibbert
  Tel: 0161 701 0684
  head@hospitalschool.manchester.sch.uk

  Incorporates
  - Royal Manchester Children’s Hospital
  - Christie Hospital
  - Wythenshawe Hospital
  - Leo Kelly Centre

Salford

- Jonathan Ashley. Royal Children’s Hospital
  Headteacher
  Tel: 0161 794 1151
  Fax: 0161 922 2534
  Email: Barbara.smyth@salford.gov.uk

Tameside

- Tel: 0161 331 6772
  Fax: 0161 342 3250

Trafford

- The Satellite Provision
  Beverly Durham, Head Teacher
  Tel: 0161 912 4766
  Fax: 0161 202 9273
National Contacts

- **DOE**
  Internet site for parents on a wide range of subjects including how ICT can benefit their child’s education:
  Website: [www.dfes.gov.uk/parents](http://www.dfes.gov.uk/parents)

- **BEAT Eating Disorders Helpline**
  Tel: 0845 6347650
  Website: [www.beat.co.uk](http://www.beat.co.uk)

- **MIND**
  Tel: 0208 519 2122
  Website: [www.mind.org.uk](http://www.mind.org.uk)

- **National Self harm Network**
  0800 622 6000
  Website: [www.nshn.co.uk](http://www.nshn.co.uk)

- **National Association for the Education of Sick children (NAESC)**
  Tel: 0238 0721206
  Email: naesc@edsick.demon.co.uk

**Action for ME**
Tel: 0845 123 2380 (lo-call)
0117 927 9551
Website [actionforme.org.uk](http://actionforme.org.uk)

- **British Association of Brain Injury Case Managers**
  Tel: 07002 222 426
  secretary@babicm.org

**ASD Partnership Project**
Cheryl Salt
8th Floor Regent house
Heaton Lane
Stockport
SK4 1BS

Tel: 0161 249 4474
E mail: Cheryl.salt@stockport.gov.uk

- **Stockport Parent Partnership**
The Together Trust
Schools Hill
Cheadle
SK8 1JE
Tel: 0161 286 4230
Email: parentpartnership@togethertrust.org
• Aspirations Project
  1114 Chester Road
  Stretford
  Manchester
  M32 0HL
  Tel: 0161 866 8483
  Email aspirations@asgma.org.uk
  Website: asgma.org.uk

• St Mary's Sexual Assault Counselling Centre
  Hathersage Road
  Manchester
  M13 0JH

  Tel: 0161 276 6515
  Fax: 0161 276 6028
  Email: stmary's.sarc@cmft.nhs.uk
  Website www.stmaryscentre.org
## Annex 2: Education Provision

<table>
<thead>
<tr>
<th></th>
<th>Stockport Pupils</th>
<th>OLA Pupils</th>
<th>Stockport Pupils in Independent Schools</th>
<th>Stockport Pupils in OLA Schools with Sixth form</th>
<th>Non Stockport Pupils in OLA Schools with Sixth Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursery age children</strong></td>
<td>No education.</td>
<td>No education.</td>
<td>No education.</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td>Supported by play workers in Treehouse</td>
<td>Supported by play workers in Treehouse</td>
<td>Supported by play workers in Treehouse.</td>
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</tr>
<tr>
<td></td>
<td>No provision at home</td>
<td>N/A</td>
<td>No provision at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Children reception to 16th birthday</strong></td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Provision at home</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pupils from 16th birthday until school leaving date year 11</strong></td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>If in Treehouse Provision at home</td>
<td>If in Treehouse Provision at home</td>
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<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>Pupils post 16</strong></td>
<td>If in a Stockport LEA school i.e. Heaton School</td>
<td>X₁</td>
<td>X₂</td>
<td>X</td>
<td>X₄</td>
</tr>
</tbody>
</table>

2 For pupils post 16 with SLD – Stockport provides for education for pupils with severe learning difficulties at Heaton School and although technically such students should be on adult wards, the consultant with lead responsibility for disabilities presses for them to be in the Tree House where they can access education.

3 Stockport Students in post 16 students in colleges or in sixth forms outside the LEA are not the LEA’s responsibility.

4 There is very occasionally an issue when OLA pupils from a school are in the Treehouse but as this would be exceptional and would be a matter for negotiation between the LEAs.
# Annex 3: Flowchart of Educational Services Available for Sick Children

<table>
<thead>
<tr>
<th>Issue</th>
<th>Referral Procedure</th>
<th>Client Group</th>
<th>SEN Code of Practice</th>
<th>Support Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Admitted to medical ward 48 hrs</td>
<td>*Complete referral form</td>
<td>Students 4-16 years in the home and hospital</td>
<td>No stage identified.</td>
<td>Home and Hospital Teaching Provision. *Teaching provided on the ward.</td>
</tr>
<tr>
<td>*Self-harm</td>
<td>*Secondary age- Referral to SPI panel</td>
<td>School Action Plus</td>
<td>CAMHS provision</td>
<td>*Outreach support *Educational Assessments &amp; further assessment of mental health difficulties</td>
</tr>
<tr>
<td>*Mental Heath Problems</td>
<td>*School Action/School Action Plus</td>
<td>Secondary age</td>
<td>Behaviour Support Services (BSS)</td>
<td>Pendlebury Centre</td>
</tr>
<tr>
<td>*Behavioural Difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Bereavement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*School phobia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Eating Disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Compulsive Obsessive Disorders</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>*Anxiety/separation difficulties</td>
<td>Via BSS named teacher in school</td>
<td>Primary age</td>
<td>Behaviour Support Services (BSS)</td>
<td>Pendlebury Centre</td>
</tr>
<tr>
<td>*Emotional difficulties</td>
<td>Via SPI Panel Referral Form with EP Endorsement</td>
<td>Secondary age</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 4:
A Model School policy
Document For Sick Children

.............School

“The primary aim of educating children and young people who have medical needs is to minimise, as far as possible, the disruption to normal schooling by continuing education as normally as the incapacity allows. All have the right to education suited to their age, ability, needs and health at the time”

(Access to Education, DfE Guidance 2000)

Statement of Purpose

Our aims are to:

- identify, at the earliest possible stage, any pupil whose education may be disrupted because of illness;

- take steps to ensure that they continue to receive a high quality education; and

- contribute to this through the provision of a broad and balance curriculum suitable to the pupil’s age and ability, tailored to take account of their medical condition.
Partnership with Parents and Pupils

We believe parents have a vital role to play when their child is sick and that they can act as a valuable link between school and the support services (e.g. Hospital teacher or home tutor).

Pupils also have the right to be involved as far as practicable in decision which affect their education. We recognise that, especially for a pupil who has a serious illness:

- high self-esteem; confidence; support of school; contact with friends; and clear lines of communication with a trusted adult;

actively assist the pupils to achieve their educational potential at a difficult time.

To promote this we will:

- encourage parents to be full partners and keep them informed about their child’s educational programme and performance;

- ensure parents are fully involved in their child’s reintegration to school;

- provide information for pupils and parents in a clear and understandable form;

- encourage the child to express their views and take these into account.
Roles and Responsibilities

To help us to achieve our aims we:

1. Have a named person for sick children who is responsible for ensuring liaison with parents/carers and support agencies. Currently this is………………………..(Name)

2. Mark the register for any pupil who is absent from school because of illness (m) and report to the Education Welfare Officer any absence which is likely to be more than 15 school days due to illness.

   - For absences of less than 15 school days we will make arrangements with the parents for work to be collected and undertaken at home where this is compatible with the pupil’s medical condition.

3. Mark and monitor long term absence through the register with a Z where the pupil is being taught by a support services for sick children (e.g. being taught at home by the Education of Sick Children Service). We will try to help pupils to keep up with their work, rather than having to catch up.

   - For absences longer than 15 school days we will ensure the appropriate support service is involved.

   - We will ensure that an Individual Education Plan & Home/School Agreement is agreed and put into action.

   - We will pay particular attention to pupils with chronic illness whose needs might not otherwise be evident.

4. To inform the Education of Sick Children Service of any pupil who meets the criteria for support through the Chronic Illness Register and ensure the appropriate support is implemented within 2 working days.

5. Supply the Education of Sick Children Service (or other support service) with information about the pupil’s capabilities, educational progress and programmes of work with resources, as appropriate.

   - To have register of sick children which is updated termly.

1Secondary schools in particular should also detail internal referral systems and procedures including relevant aspects of the management structure; staff responsibilities and liaison with SEN and pastoral staff.
6. Ensure that the pupil is kept informed about social and other events at school and encourage attendance at these where appropriate.

7. Help the pupil to keep in contact with school and peers through cards, letter and where appropriate, home visits.

8. Actively monitor the pupil’s progress and help plan reintegration with parents and supporting agencies.

   - For some pupils this may take place over a long timescale and may involve part time attendance at school

9. Organise, as necessary, special arrangements for candidates working towards public examinations, giving at least 24 hours notice to support exam invigilation and providing exam papers

10. Organise and/or attend reviews of the pupil's progress.

11. In exceptional cases, consider the need for different long term education provision using the Authority’s referral procedures as appropriate

**Accountability**

This policy statement will be reviewed annually and revised as necessary. We will use this review process as a look for improving our provision. To assist this process the School’s Senior Management Team will monitor Termly and the Headteacher will report to the Governing Body on a Termly basis.

Date……………….