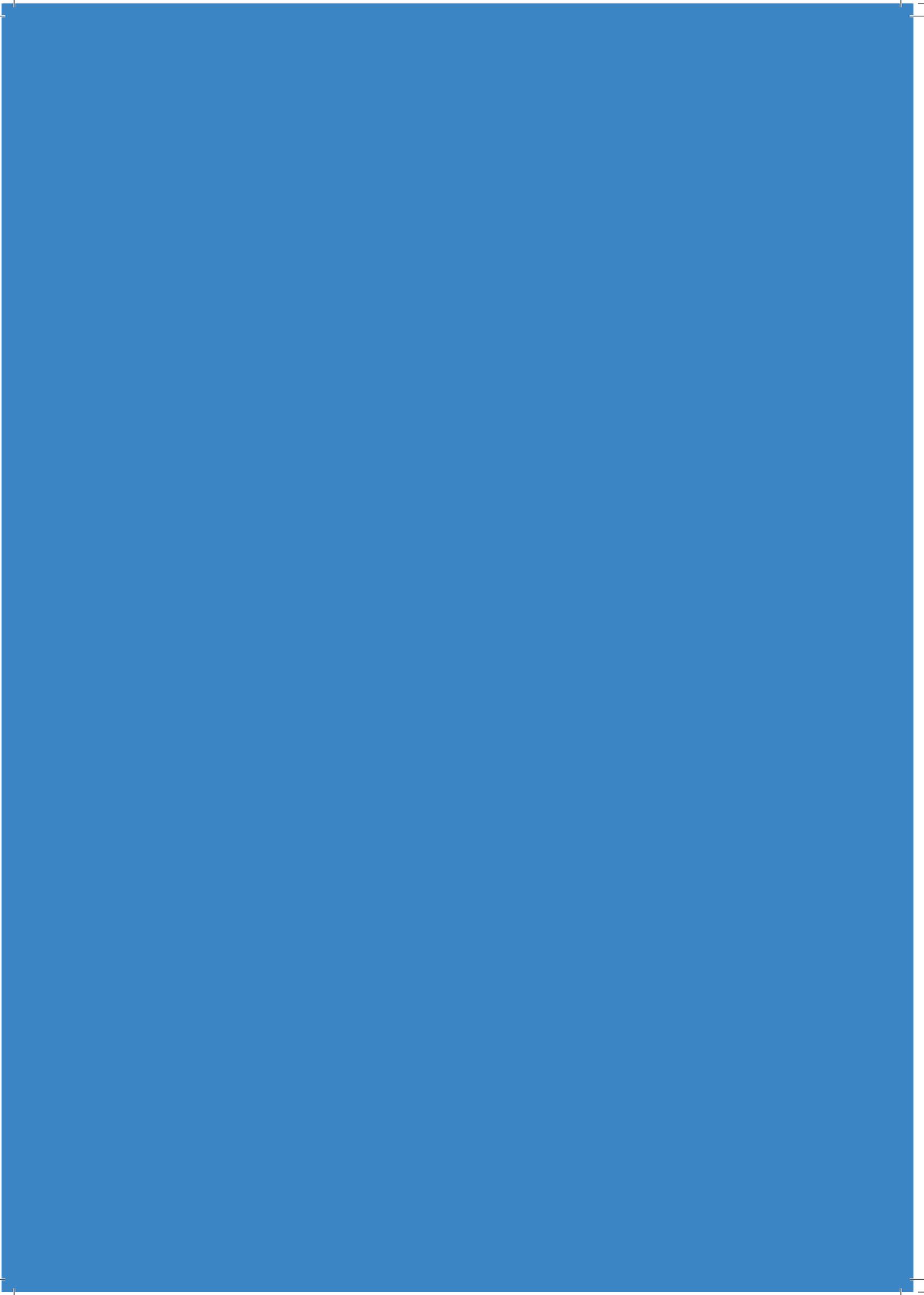


A young girl with long, wavy brown hair and a young boy with short brown hair are both smiling. They are wearing black school jackets over white shirts and red and black striped ties. The background is a blurred outdoor setting.

Health Needs Education Service Prospectus

October 2015



Health Needs Education Service

Table of Contents

1. Introduction - Background and Context.....	1
Oakfields Education	1
Medical Needs Education.....	2
Mental Health Needs Education	2
2. Key contacts within the service.....	3
3. Local Authority Functions.....	3
4. Service Data	4
5. Key Performance Indicators	5
6. Multi-Agency Support	6
Early Help and Preventative Services (EHPS)	6
Support for children and young people in care (CIC)	6
7. Service Offer.....	7
8. Curriculum.....	8
9. Referral criteria	9
The Disability Discrimination Act and Health/Medical Needs.....	9

1. Introduction - Background and Context

The Health Needs PRU (Pupil Referral Unit) Service has been under review since October 2013, and there has been considerable consultation with professionals and parents about the development of a new service. A new policy and restructured Health Needs Education Service proposal, in line with DfE Statutory Guidance, was agreed by Kent County Council Cabinet on 13th October 2014. This policy and new service aims to meet the needs of Kent schools in all areas of the County, and provides a new delivery model and service structure. Its purpose is to provide:

- an education support service to schools for young people with physical medical conditions; and,
- an education outreach service for young people with mental health needs, located in six resourced bases and a specialist residential unit

The new county wide service will:

- provide fair and equitable access to all schools
- streamline the referral process to reduce the waiting time where young people are missing education
- provide support and training for schools in how to support young people with medical and mental health issues.
- ensure continuity of education for the young person, whether this is by being supported in the home, school or by providing off site provision, one to one to one tuition or virtual learning experiences.

The education is provided by 3 specialist services:

Oakfields Education

*Woodland House
Cranbrook Road
Staplehurst
TN12 0ER*

Rated Outstanding by Ofsted in November 2014, the school is jointly funded by Health and Education to provide education for young people aged between 12 and 17 (18 if still in full time education), who have emotional or psychiatric difficulties and require not only education but therapeutic input to meet their mental health needs. The provision is short term and aims toward re-integration into mainstream education as soon as possible. The provision caters for up to 24 residential and 6 day placements, referral is through SLAM only.

Please see Woodland House website regarding the Inpatient Unit:
www.slam.nhs.uk/our-services/hospital-care/woodland-house

Medical Needs Education

Woodview
40 Teddington Drive
Leybourne
West Malling
ME19 5FF

Working with young people who are unable to access education because of a physical medical need. Bespoke support is provided through:

- access to an E Learning platform
- support and tuition in one of the specialist units
- hospital/ school or home tuition

Programmes are designed in conjunction with the hospital consultant to best meet the needs of the young person. Reintegration is at a time when the health of the young person allows.

Mental Health Needs Education

This service runs from 6 localities:

Leybourne	Woodview 40 Teddington Drive Leybourne West Malling ME19 5FF
Hawkwell	Hawkwell Business Centre Maidstone Road Pembury Tunbridge Wells TN2 4AH
Ebbsfleet (from Jan 2016)	Southfleet Road Swanscombe Kent DA10 0BZ
Canterbury	The Willows Knight Avenue Canterbury CT2 8QA
Dover (from Jan 2016)	Maison Dieu Road Dover CT16 1DH
Ashford (from Jan 2016)	Faversham Road Ashford TN24 9AL

Health Needs Education Service

Each hub has specialist staff including a mental health nurse. Advice and guidance is provided to schools on working with young people with mental health issues, and both generic and individual. Young people referred, usually with CAHMs support or diagnosis, are supported with their education in one of the specialist units either full or part time. These are short term placements, typically no more than 8- 10 weeks and they are offered as part of a supported re-integration programme. Access to the E-learning platform and tuition in the school setting is also possible.

2. Key contacts within the service

Celia Buxton	Executive Head teacher	Celia.Buxton@kent.gov.uk
Julia Coles	Head of Oakfields Education	Julia.Coles@kent.gov.uk
Sarah Dove	Head of School: Mental health	S.Dove@wkhnes.kent.sch.uk
Paul Belsey	Head of School: Medical health	P.Belsey@wkhnes.kent.sch.uk

3. Local Authority Functions

The Local Authority remains accountable for the progress and achievement of pupils who have health needs. The Local Authority will continue to monitor the quality of the provision by:

- ensuring the Local Authority's statutory duties and responsibilities are effectively discharged in relation to young people with health needs, which will include tracking participation, progression and destinations
- assessing the impact and outcomes of the delegated and devolved funding
- supporting and monitoring the effectiveness of the Management Committees
- ensuring that all vulnerable learners in the provisions have appropriate support
- ensuring they make effective progress and achieve good outcomes
- identifying training and development needs to ensure that KCC is making good provision, and ensuring staff and Management Committees access high quality training
- ensuring effective Early Help and Preventative Services are integrated into the eight delivery hubs.

Health Needs Education Service

4. Service Data

There are currently 192 young people accessing the service, predominantly of Secondary school age. Referrals increase significantly in Years 10 and 11. There are currently more girls in the service (ratio of boys:girls is 2:3). Baseline data on entry is typically higher than the national average. For example, 31% of current students are attending grammar schools. Of this 31% the ratio of boys: girls changes to 1:2.

Year group	Student
Primary	6%
7	1%
8	8%
9	12%
10	31%
11	38%
12/13	4%

Need	% students
Medical under hospital care	24.4%
CAMHS diagnosed Mental Health issues	45.3%
Anxiety/ school phobia	30.2%
Sectioned under the mental health act	9%

School Type	Number Sending
Secondary schools	93
Primary schools	11

Location	% students
On site	41%
Home tutored	59%

Average student placement time	Months
Oakfield, residential	2.2
KS3	15.4
KS4	14.9

In general, the re-integration period has been too long, with practices that are variable across the county resulting in very different provisions and access arrangements across the 12 districts. The number of young people on home tuition has reduced significantly during the review.

5. Key Performance Indicators

The review identified a number of key performance indicators to measure and monitor improvements in the Health Needs Education Service and the outcomes achieved for young people who have been placed there. These include:

- Year on Year improvements in:
 - student literacy and English qualifications
 - student literacy and English achievement, in line with expected progress
 - student numeracy and mathematics qualifications
 - student numeracy and mathematics achievement, in line with expected progress
 - Percentage of students attaining 5 GCSE A* -C grades (including English and maths). *National Average currently 59% for mainstream schools and 1.5% for pupils excluded from school and educated in a PRU.*
 - Attendance. *National target for 14 – 19 year olds is 95%, whereas the PRU average attendance rate for PRUs and Alternative Provision is 59.1% while the national average is 67%*
 - Number of young people successfully re-integrated into mainstream education
- Year on year reduction in the numbers of young people who are not placed in education, employment or training at the end of Y11 (*27% of total number of young people in Y11 in PRU/AC provision in 2012*)
- Year on year reduction in the number of young people who attend a full time PRU placement at KS3 which lasts longer than twelve consecutive weeks
- Year on year reduction in the number of Children in Care (CiC) referred to alternative providers

6. Multi-Agency Support

Kent has made good progress in developing strong inter-agency support through the Early Help and Preventative Services (EHPS). Within the EHPS Division, the new service of PRUs, Inclusion and Attendance will work closely with the Health Needs Education Service to provide targeted support for vulnerable adolescents and their families, using the Early Help Assessment. There will be named links with the Health Needs hubs at district level to ensure a collaborative approach to support.

Early Help and Preventative Services (EHPS)

The Early Help and Preventative Services (EHPS) provides integrated support for children, young people and families and an outcome focused, flexible and responsive service for children, young people and families who are at risk of having poor outcomes in their lives.

There is a wide range of services provided to vulnerable children, young people and families with multiple problems, under the umbrella of the Early Help and Preventative Services (EHPS). Services include; Integrated Youth Services (incorporating Youth Work and Youth Justice services), Children's Centres, the Kent Troubled Families programme and the PRUs, Inclusion and Attendance Service. The new Health Needs Education Service will work with the Heads of Service to provide integrated support to families and young people with Health Needs.

Support for children and young people in care (CiC)

This group of especially vulnerable young people sometimes require a high level of support to ensure they achieve in line with their potential. The Health Needs Education Service will engage fully in all Children in Care protocols. Designated teachers from mainstream schools in the District meet regularly with service staff and the Head of the Virtual School Kent (VSK) to ensure young people in care receive additional support to achieve.

Health Needs Education Service

7. Service Offer

The Service offers tiered stages of support, and access to stage 1 and 2 is available for all schools, although additional, specialist training will be at a cost. Stage 3 and 4 require the young person to be referred into the service.

	What we offer
1	Generic school support, training and advice on understanding and dealing with different diagnoses: <ul style="list-style-type: none">• planned training schedule available• additional bespoke at a cost to school
2	Advice and guidance on specific individual concerns: <ul style="list-style-type: none">• phone consultations on individual cases.• advice on available services and access to them• triage, referral support, linked with EYHPs
3	<i>Referral to service required from this point</i> Bespoke programmes of support including: <ul style="list-style-type: none">• school visits• attendance at Multiagency meetings• cross titration support• E learning/school based tuition• outreach tuition – in school/hospital• support with risk assessments• modelling approaches• part time hub placement with re-integration plan
4	Bespoke programmes of support including: <ul style="list-style-type: none">• full time attendance at hub with re-integration programme• E Learning/ Home tuition (physical medical e.g. oncology)
5	Oakfields – residential

8. Curriculum

The curriculum will provide the highest quality teaching and learning experience. It will inspire pupils to re-engage in learning and promote high aspirations. It aims to:

- accelerate pupils' academic progress and attainment in line with their peers in order to minimise any detrimental effects of missing education due to a health need
- provide education which complements that of the home school and support smooth transition
- support the young person with transition or progression planning
- develop pupils' personal skills in readiness to participate fully in their communities
- raise self-esteem and build self-image;

The curriculum for pupils accessing the provision will be individualised and will depend on identified needs. It will offer therapeutic support and respite as well as teaching core curriculum subjects. In general, the curriculum will comprise 70% core skills, English, mathematics, science and IT, as well as additional literacy and numeracy programmes. 30% of the timetable will be spent in PSHE and activities of daily living including:

- Wellbeing and safety
- Citizenship
- Mindfulness – relaxation/ yoga
- Culture and communication : PE, arts, humanities, drama, music, languages - these will be of an engagement/ therapeutic nature

Schemes of work in each of the core subjects are available to schools for each of the key stages. The schemes are knowledge and skills based and cover age appropriate content taken from the National Curriculum. In Key Stage 4, learning is knowledge based and is designed to support the theory and content of the range of qualification specifications available. It does not, however, teach to a specific qualification board and cover individual coursework requirements.

If a young person is unable to be re-integrated back into their school within the expected time frame, additional curriculum delivery arrangements will be made as part of the young person's Education Health Care Plan.

All young people will receive individualised mentoring support through key workers. All young people will be encouraged to partake in regular physical activity where possible.

Young people benefit most from being amongst their peers and studying the full curriculum offered by their home school, therefore it is always the intention to support the young person with their re-integration into their home school.

9. Referral criteria

The Disability Discrimination Act and Health/Medical Needs

Young people with health needs which prevent them attending their home school may be considered disabled in terms of the Disability Discrimination Act (examples of this might include those with epilepsy, diabetes, brain injury, or degenerative neuro muscular conditions). The school therefore needs to have regard to the duty imposed by the Act to make reasonable adjustments for the inclusion of such pupils and anticipatory planning should be part of the school's Disability Equality Scheme

Only after such consideration and reasonable adjustments have been made should the school consider referral to the Health Needs Education Service for provision of continuity of education as follows.

- Young people whose mental health needs are at Tier 3 (CAMHS).
- Young people whose physical health is evidenced by a hospital (paediatrician, consultant or registrar) to be too unwell to attend school. This applies to young people whose cases are managed by hospitals within Kent as well as in more specialist hospitals in London and across the country.
- Young people whose illness has reduced their school attendance to less than 50%
- Young people post 16 will be considered where schools will make a fresh referral and can provide renewed medical evidence to repeat a year

The full referral policy and information on how to make a referral can be found at: <http://www.kelsi.org.uk/admissions-and-attendance/attendance/pupils-with-long-term-illness>



Health Needs Education Service Prospectus

This publication is available in other formats
and can be explained in a range of languages

Helpline: 03000 421553
Email: alternativeformats@kent.gov.uk