



<b>Policy Focus</b>	<b>Admissions Policy</b>
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<b>Designated Governor</b>	June Palmer
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## Preface – Our Intentions & Values

MTS is a place where self-development, awareness and well-being are at the core of what we do. Without these elements sitting at the forefront of our provision, long term academic achievement would not be an option for our young people as a result of their medical needs. The safety and wellness of our students is our greatest priority and nurture and removing barriers is central to our environment as a result.

We are a supportive stepping-stone for young people currently unable to attend mainstream or suitable alternative as a result of medical need, and our offer is one that facilitates them in successful future transitions and integration. Those transitions might be a return to mainstream, settling in at a suitable alternative, a move to Further Education, entry into the world of work, or a reestablishment of place in family or society.



## *Beyond Learning*

### *Beyond Learning*

- We recognise and value the potential in all of our students and only model 'can-do' attitudes.
- We strive to develop the whole learner, beyond just their academic achievement.
- Caring for and preparing our young people to lead and maintain healthy lifestyles and attitudes is at the forefront of what we do.
- We go beyond learning, in order for all of our students to become confident with their place in the world of education; work; society; family; community and beyond - through a rigorous and bespoke learning and reintegration programme.
- We welcome our learners into MTS with a carefully designed and supportive curriculum that will enable their academic achievement now, whilst simultaneously facilitating our young people in developing the life skills they will need to become independent, well rounded, happy, healthy and successful individuals in the future.

At MTS we aim to create a collaborative working ethos which engenders the following:

- **Celebration and Humour** → we feel good about ourselves
- **Collegiality** → we are working together towards a common purpose → the success of our setting
- **Continuous Improvement** → we can get better; we will get better
- **Lifelong Learning** → learning is for everyone
- **Mutual Respect** → everyone has something to offer
- **Openness** → we can discuss our differences with mutual respect
- **Responsibility for Success** → we must succeed; we will succeed
- **Risk Taking** → we learn by trying something new – we must model that for our students
- **Shared Goals** → we know where we are going and why
- **Support** → there is always someone there to help



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## Glossary of Acronyms

CAMHS	Child and Adolescent Mental Health Service
DfE	Department for Education
EISS	Early Intervention Support Service
EWMHS	Emotional Wellbeing and Mental Health Service
EWO	Education Welfare Officer
ISPs	
LA	Local Authority
MTS	Medical Tuition Service
PEPs	Personal education Plan
SATs	Standard Assessment Tests
SEMH	Social, Emotional and Mental Health
TAC	Team around the Child



## **Introduction**

Local Authorities (LAs) have a statutory duty to provide education other than at school for students unable to attend school because of illness or other health reasons who would not receive suitable education without such provision.

## **Admissions Criteria**

Admission to the Medical Tuition Service is not completed via the Admissions Team, as would be the case with other Torbay schools.

Should a child have missed 15 days or more of school then the school will discuss an MTS referral with the parents/carers and medical teams involved (i.e. Paediatrics, Child and Adolescent Mental Health Services (CAMHS)).

Should MTS be seen as a possible appropriate route, an application will be made by the child's school and supported with medical evidence. The application is made to the Torbay Medical Panel, which sits regularly. Should the panel find MTS to be a suitable support package then the child's school will inform parents/carers and the admission process will begin.

Students at school 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 students at school with medical conditions.

Governing bodies should also ensure that school leaders consult health and social care professionals, students and parents to ensure that the needs of children with medical conditions are fully understood and effectively supported.

## **Statutory Duties**

### **Local Authorities (LAs):**

- Have a statutory duty to provide education other than at school for students unable to attend school because of illness or other health reasons who would not receive suitable education without such provision.

### **Schools & Academies:**

- Students at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education.
- The Principal and SLT must ensure that arrangements are in place in schools to support students at school with medical conditions. This links to our Medical Conditions Policy and we meet all statutory guidance to support the SEN code of Conduct
- School Leaders consult health and social care professionals, students and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

## **Objectives of the Service/School**



## **Beyond Learning**

- To ensure a suitable and flexible education including a broad and balanced curriculum, similar to that received at school for children who cannot attend school because of health needs. This is in line with the DfE's statutory guidance *January 2013*. The guidance states that it is to support the educational attainment of a child of compulsory school age with health needs whether or not the child is on the roll of a school and whatever type of school they attend. It applies to students in Academies, Free Schools, Special Schools and Independent Schools as well as Maintained Schools and those who are electively home educated.
- To provide continuity of learning and facilitate inclusion.
- To arrange suitable full-time education (or as much as the child's agreed health needs allow) for children of compulsory secondary school age as soon as it is clear that the child will be away from school for 15 school days or more, which do not have to be consecutive.
- To develop effective liaison arrangements with the child's on-roll school, parents/carers and other relevant professionals such as the SEND team, CAMHS, Education Welfare Officers, Family Support Workers, Educational Psychologists, School Nurses and other health professionals and hospital staff to promote a joint approach to the child's needs.
- To track and monitor student progress and attendance while in receipt of medical tuition.
- To facilitate reintegration to school as and when appropriate through a tailored reintegration plan and monitored transition review planning, in line with a graduated response.
- To provide access to teaching in a range of settings to include in the home or in other settings such as a local library, and where appropriate to facilitate the use of suitable ICT systems.
- To liaise with the on-roll school for dual registered pupils regarding examination entries for public exams and any special arrangements that may be required.
- To work in partnership with families, carers, medical professionals, schools and support agencies.

## **Referral and Admission Procedures**

The majority of children's educational needs are best met in school, but for some children, at specific times, an education either in an alternative venue or at home may be appropriate.

Torbay local authority commissions places for students with medical needs from the MTS.

Referrals to the Medical Tuition Service for students who are deemed unfit to attend school due to health need to come from the student's on-roll school. The student remains with the on-roll school while in receipt of the tuition.

There may be occasions when a student is not on the roll of a school for example however a school roll should be sought before admissions to the school, unless joining the school's own roll.

- A student has recently moved into Torbay and has a medical need and is awaiting a place in a school
- A student is awaiting a place at a suitable school after a medical condition which has significantly altered his / her physical, cognitive or communication and learning needs
- A student is electively home educated



## **Criteria for accessing the Medical Tuition School**

There will be a wide range of circumstances where a student has a health need but will receive suitable education that meets their needs without the intervention of the LA, for example where a student can still attend school with some support or where the school has made arrangements to deliver suitable education outside of school using the school's resources. Schools must have a policy that sets out the support for students at school with medical conditions. (DfE statutory guidance September 2014). However, there are some students for whom the LA must arrange suitable full time education (or as much education as the student's health condition allows) who cannot attend school due to medical needs.

### **Medical Tuition will be made available for:**

- Students of compulsory secondary school age (11-16) who are unable to attend school due to medical needs or injury. Education should be provided as soon as it is clear that the student will be away from school for 15 school days or more, whether consecutive or cumulative. Medical evidence must be provided by a medical or CAMHS consultant.
- Evidence must clearly state that the student is too unwell to attend school and set out the reasons why and where possible the expected time period of the condition and absence from school. If a pupil is under the care of (Child and Adolescent Mental Health Service) CAMHS, there is an expectation that CAMHS practitioners will form part of the multi-agency TAC (Team around the Child) and support education professionals with advice and guidance and offer relevant timescales for regular medical tuition reviews which they attend and support. The Medical Service Senior Leaders will discuss with the medical professionals and parents/carers the number of hours of tuition the student can reasonably manage, whether tuition can take place in a group or requires individual tuition in the home and address the needs of the individual student.

The purpose of Medical Tuition is to provide short term schooling to support students to reintegrate to school as quickly as possible but retaining a degree of flexibility. Suitable full time education is the aim (or part time when appropriate according to the student's needs). Although full-time is not defined in law, children with health needs should have provision which is equivalent to the education they would normally receive in school. However, if the child is receiving individual tuition, the hours are likely to be fewer as the provision is more concentrated. The number, frequency and length of sessions will be determined at the planning meeting and reviewed thereafter at termly reviews.

## **Roles and Responsibilities**

### **MTS's Role:**

- Complete the Tuition Service referral form as soon as it is known that the child is medically unfit to access school.
- Arrange an initial meeting between MTS, parents, the referring school and medical representative to agree educational support, mainstream reintegration plan and joint review cycle. Where the medical representative's attendance at this meeting would cause a significant delay, the school may decide to obtain this information verbally so that it can be available in the meeting.
- To provide a programme of curriculum and relevant materials and liaise with the tutor in order to agree the individualised learning programme. This will be designed to ensure continuation in learning and where possible, taking into consideration child's health, to prevent gaps in learning occurring.
- Continue to maintain any plans such as PEPs and ISPs etc.



## **Beyond Learning**

- Be active in the monitoring of progress (including the marking of coursework for secondary students) etc.
- Ensure parents and children are kept informed of MTS events (social as well as curriculum meetings and parent interviews)
- Ensure arrangements for all examinations and SATs
- The pupil must remain on the roll of the school throughout the period of medical tuition
- Convene termly reviews, ensuring up to date medical evidence is available for the meeting.

### **The Parent's Role:**

- Ensure the child is up, dressed, and ready to engage in learning
- Ensure regular attendance
- Provide an appropriate workspace (not in the student's bedroom) to allow any homework to be completed.
- Commit fully to the reintegration plan and eventual return to school
- Provide early information to either the school or the Tuition Service/EISS if a problem arises
- Attend meetings and agree to share information regarding the child's medical needs
- Sign the tuition agreement form which outlines the expectations around tuition, including an appropriate home environment.

### **The Student's Role:**

- Arrive to MTS on time
- Be ready to engage and work with all teachers
- Complete any agreed independent homework within the agreed timescales
- Be ready to communicate any needs or views
- Work together with the service regarding the planned return to on roll school (reintegration)

### **The Medical Tuition Service Role:**

- Attend an initial meeting between the Tuition Service parents, the referring school and medical representative to agree educational support, mainstream reintegration plan and joint review cycle.
- To complete an initial individual I risk assessment.
- Arrange medical tuition suitable to the child's needs as quickly as possible.
- The allocated SLT will liaise directly with the school to complete a Partnership agreement.
- MTS will be sensitive to the needs of the child and the family and provide flexibility where possible
- Regular reviews with students, parents, school and health professionals to monitor progress and plan for re integration - known as transition reviews.
- The Medical Tuition Service will support the student to successfully re-integrate into their on-roll school.

### **The Medical/Health Services Role (Consultant, Paediatrician, EWMHS Clinician, GP):**

- To provide advice and guidance on the length and suitability of the tuition i.e., if the child is able to access tuition in a public place and expected hours of tuition according to the child's health needs.
- If the child is under CAMHS then there is an expectation that CAMHS practitioners will form part of the multi-agency TAC (Team around the Child) and support education professionals with advice and guidance and offer relevant timescales for regular medical tuition reviews which they attend and support.



### ***Beyond Learning***

- Attend review meetings where possible
- Provide written reports where necessary

### **Withdrawal of the Programme**

The commissioned programme may be withdrawn if any of the following apply:

- The student fails to be available on a regular basis without appropriate medical evidence.
- Medical advice identifies that the child is unable to access any education and to do so would not be in the child's best interest.
- Up to date medical advice is not provided for the transition termly/ half termly review.
- There are any other circumstances which mean that does not meet the minimum health and safety standards are not able to be met.





# Appendix 1

## Flowchart

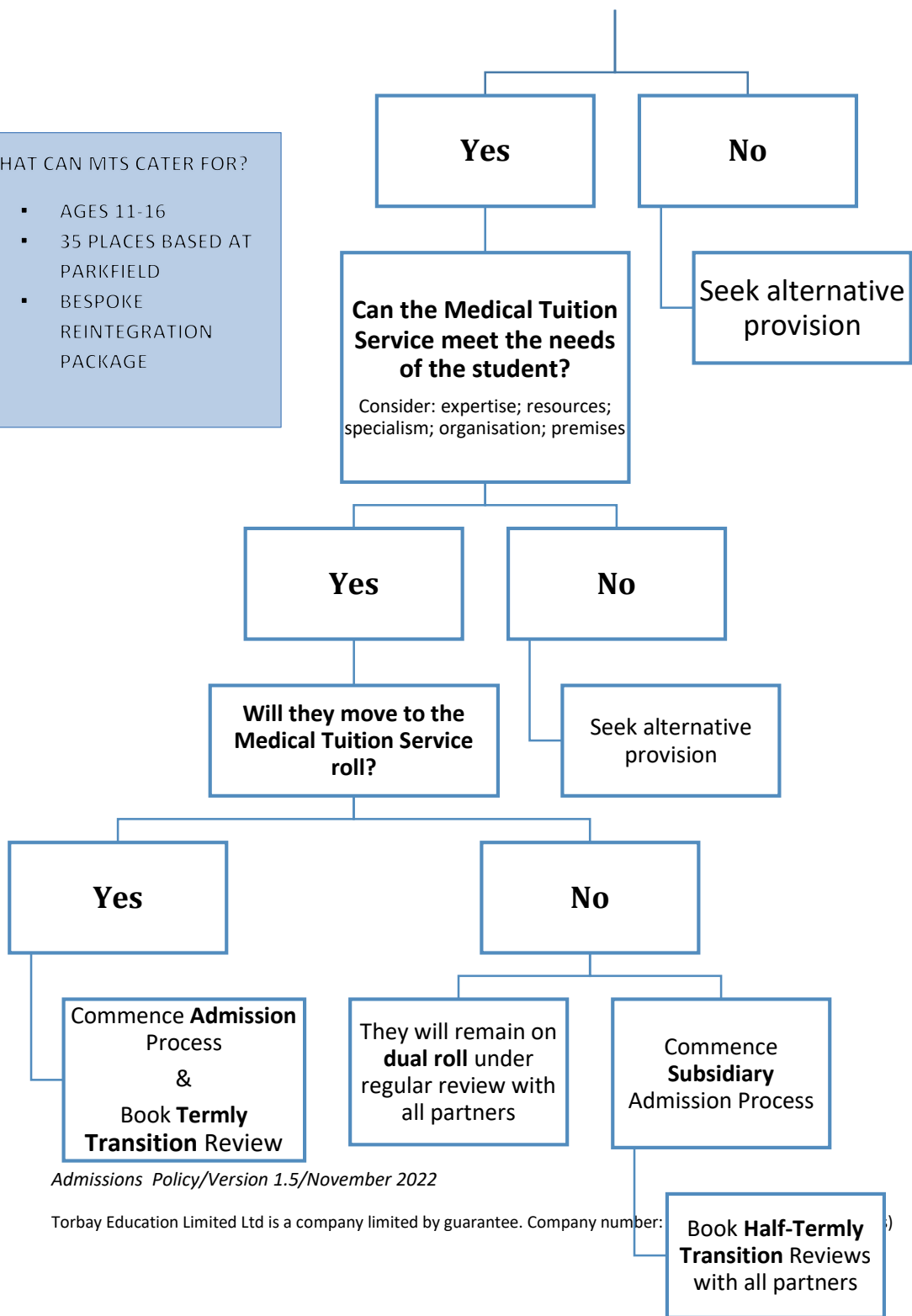
### Admissions Process for Torbay Medical Tuition Service

MTS is here to get young people with agreed health issues into a position where they are able to access full time education.

**Following suitable Referral, the Medical Panel will discuss:  
Is placement at the Medical Tuition School best for the young person?**  
Consider: medical evidence; agreed criteria; organisation of school

WHAT CAN MTS CATER FOR?

- AGES 11-16
- 35 PLACES BASED AT PARKFIELD
- BESPOKE REINTEGRATION PACKAGE



Book **Half-Termly Transition Reviews** with all partners

# Flowchart B



Beyond Learning

## Appendix 2

## Admissions Process for Targeted Tutoring

Targeted Tutoring puts young people with agreed health issues into a position where they are able to begin to access education.

For Medical Panel to discuss following a suitable Referral to the Commissioning Officer:  
Is placement with Targeted Tutoring best for the child or young person?

Consider: medical evidence; resources; welfare; expertise

Yes

No

Can Targeted Tutoring meet the immediate medical needs of the child or young person?

Seek suitable alternative

What is the timescale for returning to their on roll school?

What subject tutoring will they benefit from most?

Commence Provision Plans  
&  
Book **Half-Termly Provision Reviews**

Ongoing Quality Assurance Reporting

WHAT CAN TARGETED TUTORING CATER FOR?

- CHILDREN & YOUNG PEOPLE UNABLE TO ACCESS FULL TIME EDUCATION DUE TO AGREED HEALTH ISSUES
- PLACES PREDOMINANTLY REMOTE USING TECHNOLOGY PROVIDED BY THE ON ROLL SCHOOL OR LOCAL AUTHORITY
- TARGETED TUTORING PACKAGE

JHu 01.04.22



## Beyond Learning

Version Number	Date of change	Reviewed by	Brief reason for change
V1.2	March 21	JHo	Reviewed
V1.3	April 2022	VBa	Flow charts added
V1.4	April 2022	JHo	Reviewed
V1.5	November 2022	VBa	School changed to service or MTS