

Report Title:	Medical Vulnerable Base 'The Bungalow'
Contains Confidential or Exempt Information	No
Cabinet Member:	<b>Councillor Amy Tisi</b>
Meeting and Date:	Schools Forum 13 July 2023
Responsible Officer(s):	Lin Ferguson - Executive Director of Children's Services Kelly Nash - Education Support and SEND Strategy Manager
Wards affected:	All

## REPORT SUMMARY

*The purpose of this report is to provide the Schools Forum with an overview for the Medically Vulnerable base and show how money from the HNB will be spent on revenue.*

### 1. DETAILS OF RECOMMENDATION(S)

#### RECOMMENDATION: That Schools Forum notes the report:

- Section 19 of the Education Act (1996) states:

*Each local authority shall make arrangements for the provision of suitable education at school or otherwise than 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.*

- The LA has a duty to provide education for pupils who are not accessing their full-time education due to medical needs, this can include physical as well as mental health issues and emotionally related school avoidance (ERSA).
- We are proposing to extend the current offer to include a bespoke learning and nurturing environment that will encourage students to re-engage in learning and access education; whilst offering emotional and social support.
- It will be a nurturing, supportive environment and the bespoke programmes offered will be closely linked to the young people's needs, aspirations and interests whilst aiming to build confidence and resilience.
- It will increase the level of access to learning and social interaction, and hopefully aid pupils in their progress to reintegration into school.
- We have acquired a premises for three years (Homer First School Bungalow) and capital funding for the works and initial equipment/furniture.

### 1. POTENTIAL IMPACTS

- Pupils will engage in learning for sustained periods of time.
- Pupils will access live lessons in Maths and English at a level appropriate to their needs.

- Pupils will attend their sessions at the bungalow in person.
- Pupils will engage in opportunities for increasing their social interactions and develop their confidence around others.
- School staff/pupil relationships will improve due to staff visiting the pupils at the bungalow.
- Transition plans will be effective and a larger number of pupils will return to their original school.

## **2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED**

- There is currently only one Specialist Advisory Teacher supporting the Medically Vulnerable pupils across all schools in RBWM, maintained and private.
- All pupils require and receive a bespoke package of support, determined by the level of need and engagement.
- The majority of pupils require individual or small group support, which is based around more therapeutic intervention, alongside academic tutoring.
- There is currently not the capacity to increase the number of hours of support offered
- The bungalow will offer a safe, calming environment for pupils to attend on a bespoke timetable.
- The aim of the provision will be to re-engage pupils with education following school absence due to a chronic or acute medical need, and to assist with reintegration back to school, or another education setting when appropriate.
- The layout will be designed to give pupils access to a designated learning area that assimilates some of the aspects of a classroom environment, and a second quieter, therapeutic room, which will be used for facilitating social interactions between pupils as well as being an area for pupils to meet with professionals if required. It will also be a calm space for pupils to retreat to if the need arises.
- The Bungalow will also be equipped with a fully functioning kitchen, which can be utilised by pupils for either recreational or academic purposes, as well as secure outdoor areas.
- Lessons will be offered through an online learning platform. This will give pupils access to subject content which is appropriate to their academic level of attainment. This will be complemented with 1:1, or small group work with a specialist advisory teacher who will support pupils with their online lesson content, as well as offering bespoke teaching. Schools will be expected to continue to give pupils access to subject content from their current schemes of work if required, whilst appropriate academic support will be offered from staff on site.
- Pupils who are absent for medical reasons are often away from school for a sustained period of time. This often results in a challenging reintegration as pupils become unfamiliar with 'education settings' and levels of anxiety around a return to school can increase. Attendance at the Bungalow will hopefully alleviate some of these anxieties for pupils as they will be able to spend time within a more

structured environment similar to that of school, whilst being offered a more individualised programme of study and support.

- Due to the size and layout of the bungalow, there will be space to accommodate up to 8 pupils at a time. It will be available for 5 hours, 3 days a week, thus offering pupils up to 15 hours a week of education, depending on their level of health need. This is considerably more than the current offer of 1-2 hours a week of 1:1 tuition in the home.
- Currently, many school staff are often unable to visit pupils in the home due to insurance reasons. Communication is maintained via technological methods, which often pupils are unable to engage with. The Bungalow will be a safe and secure premises which will be available for school staff to visit pupils in attendance, enabling those staff to build up a relationship with a pupil before a reintegration plan is put into practice.
- Currently, pupils are predominantly supported within their home, with the occasional session delivered in a public place. Safeguarding has always been at the forefront of considerations due to the advisory teacher being in the home. Whilst there will be strict safeguarding policies and procedures in the Bungalow, it will also alleviate some of the previous worries as pupils will be seen in a public building where other professionals will always be present.

The table below contains data relating to the medically vulnerable pupils who received support in the year 2022-2023 and the current figures.

<b>Overview of pupils Supported</b>		
	2022-2023	Currently open
Total Number of pupils supported	33	13
<b>Medical Diagnosis</b>		
Mental Health	21	8
Physical medical need	12	5
<b>Provision Received</b> (Some pupils have a mixture of provision depending on needs)		
1:1 (1-2hrs a week)	20	4
AV1 Robot	9	4
Alternative Provision	4	5
<b>Age of Pupils</b>		
Key Stage 1	0	1
Key Stage 2	6	0
Key Stage 3	14	4

### 3. KEY IMPLICATIONS

#### 2. What will happen if we don't have the bungalow?

- Under S19 of the Education Act, LAs have a responsibility to arrange full time education (or as much as a pupil can manage) following an absence of 15 days, consecutively or cumulatively.
- Currently, pupils whose absence has been explained, by a health professional, as being linked to a diagnosed health need, are supported by the Specialist Advisory Teacher for MV pupils.
- Currently, pupils are allocated 1-2 hours per week of direct 1:1 support, either within the home, or at an agreed place outside of the home.
- Schools are expected to complement this support by providing access to current work and maintaining regular, meaningful contact with the pupil and parents.
- As it currently stands, pupils who are unable to attend school due to medical reasons are not receiving sufficient education, due to a lack of resources, thus causing further implications for a return to school.
- The LA and schools have to work collaboratively to ensure pupils who are unable to attend school due to medical reasons maintain access to as much education as their health allows.
- The proposed plan will offer access to education for 5 days a week; This will be delivered through an online teaching platform that pupils can access both at home and in other settings, including the 'Bungalow'
- The 'Bungalow' will offer up to 3 days a week, depending on the needs of the pupil, of direct support from a specialist advisory teacher and HLTA which will complement the online learning and provide opportunities for social interactions and pastoral care.
- The 'Bungalow' will also offer a space for professionals, either from school or other agencies, to meet with pupils as part of a support offer or transition plan.

#### 1.

#### **THRESHOLDS FOR MEASURING THE EFFECTIVENESS OF THE 'BUNGALOW'**

- Pupils will engage in learning for longer sustained periods of time.
- Pupils will access live lessons in Maths and English at a level appropriate to their needs. This learning not reliant on school resources
- Pupils will attend their sessions at the bungalow in person.
- Pupils will engage in opportunities for increasing their social interactions and develop their confidence around others.
- School staff/pupil relationships will improve due to staff visiting the pupils at the bungalow.
- A larger number of pupils will make a successful reintegration back to their role school.

### 3. 4. FINANCIAL DETAILS / VALUE FOR MONEY

**Table 2 Estimated Total costs per annum**

Teacher	40,176
Teaching assistant	23,949
<b>Staff costs</b>	<b>64,125</b>
<b>Curriculum costs</b>	<b>16,475</b>
<b>Running Costs</b>	<b>4,039</b>
<b>Other costs</b>	<b>3,000</b>
<b>Total</b>	<b>87,639</b>
<b>Less Staff costs</b>	<b>(40,176) Already budgeted</b>
<b>Net Cost to HNB</b>	<b>47,463</b>
<b>Annual Per Pupil Cost (8 pupils)</b>	<b>10,955</b>

4.

### 5. 5. LEGAL IMPLICATIONS

6. There are no legal implications directly arising from this report.

### 7. 6. RISK MANAGEMENT

- The safety of the pupils needs to be considered at all times.
- Risk assessments for all pupils will be written to ensure safety of pupils on site.
- A General risk assessment to cover all pupils and the building will be written before commencement and updated regularly to cover the cohort of pupils attending.
- The safeguarding of pupils will be paramount at all times. There will be a DSL on site and relevant safeguarding policies and procedures will be written, reviewed and amended regularly and as the needs of the cohort change.

### 8. 8. CONSULTATION

There is no requirement for stakeholder consultation arising from this report

## 9. 9. TIMETABLE FOR IMPLEMENTATION

The plan is for opening in January 2024 pending completion of building works, appointment of staff and successful set up of an online learning platform.

## 10. BACKGROUND DOCUMENTS

- This report is supported by the following background documents:
  - 1.

[Alternative Provision Guidance 2016](#)

[Ensuring a good education for children who cannot attend school because of health needs](#)

[supporting pupils at school with medical conditions](#)

[AFC Medical Needs Policy](#)

## 11. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory:</i>		<i>Statutory Officer (or deputy)</i>	
Elizabeth Griffiths	Executive Director of Resources & S151 Officer		
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer		
<i>Deputies:</i>			
Andrew Vallance	Deputy Director of Finance & Deputy S151 Officer		
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory:</i>		<i>Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>	
Lyn Hitchinson	Procurement Manager		
<i>Mandatory:</i>		<i>Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>	

<b>Samantha Wootton</b>	<b>Data Protection Officer</b>		
<b>Mandatory:</b>		<i>Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>	
<b>Ellen McManus-Fry</b>	<b>Equalities &amp; Engagement Officer</b>		
<b>Other consultees:</b>			
<b>Directors (where relevant)</b>			
<b>Stephen Evans</b>	<b>Chief Executive</b>		
<b>Andrew Durrant</b>	<b>Executive Director of Place</b>		
<b>Kevin McDaniel</b>	<b>Executive Director of Adult Social Care &amp; Health</b>		
<b>Lin Ferguson</b>	<b>Executive Director of Children’s Services &amp; Education</b>		
<b>Assistant Directors (where relevant)</b>			
<i>Insert/delete as appropriate</i>	<b>Assistant Director of .....</b>		
	<b>Assistant Director of .....</b>		
	<b>Assistant Director of .....</b>		
<b>External (where relevant)</b>			
<i>Insert/delete as appropriate or N/A</i>			

<b>Confirmation relevant Cabinet Member(s) consulted</b>	<b>Cabinet Member for.....</b>	<b>Yes/No <i>delete as appropriate</i></b>
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## REPORT HISTORY

<b>Decision type:</b>	<b>Urgency item?</b>	<b>To follow item?</b>
For information	No	No
Report Author: <b>TBC</b>		

**Report Author:** Kelly Nash, Education Support and SEND Strategy Manager, 07702618000



Sign Off

<b>Completed by:</b>	<b>Date:</b>
<b>Approved by:</b>	<b>Date:</b>