

# **EAST AYRSHIRE SUPPORT TEAM**

## **Hospital Education Service (HES) Policy Statement**

**October 2020**

## **Contents**

Introduction	3
Mission Statement	3
Aims	3
Legislation and Guidelines	4
EAST Hospital Education Service	5
Role of the HES Teacher	6
Collaborative working	7
The role of schools	7
Assessment	7
Appendix 1	8

## **Introduction**

### A Vision for Children and Young People in East Ayrshire

The vision expressed for all citizens of East Ayrshire in the Community Plan is that:

*“East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high-quality services, which are sustainable, accessible and meet people’s needs”.*

Within that context:

*“We want to ensure that each young child in East Ayrshire, including those who are not yet born have the best start in life.*

*Therefore our commitment to children and young people, their families and carers is to provide them with the support they need, when and where they need it in order to help them achieve their aspirations and potential”.*

“Develop excellence in education and improve opportunities for all through Quality, Equality, Access and Partnership”.

## **Mission Statement**

East Ayrshire’s Hospital Education Service works in partnership with children/young people, parents/carers, base schools and other agencies to ensure equality of opportunity through addressing the needs of pupils during their stay in hospital.

East Ayrshire acknowledges that during his/her school life, a child/young person may need to spend some time in hospital, due to illness, accident or for treatment of a particular medical condition.

The Hospital Education Service exists to offer education to children/young people in such circumstances and provides support emotionally as well as educationally. The service can keep the young person in contact with the familiar world of school, minimise the isolating effect of illness and ease the eventual process of return to school.

## **Aims**

- To provide a regular and consistent teaching service, reflecting national guidelines, to meet the individual needs of the child/young person in hospital
- To ensure that continuity is maintained with a young person’s previous and future educational experiences by liaising with his/her own educational establishment so that the maximum possible educational progress is achieved
- To organise a service which is sufficiently flexible to meet the specific needs of each child and which can be offered in the context of multi-disciplinary teamwork
- To be sensitive to parents/carers wishes and to assist parents/carers in minimising the negative effects of loss of education

- To nurture and support the development of a positive and valued self image with each individual
- Continued communication with parents/carers is ensured regarding the educational progress of their child

### **Legislation and Guidelines**

East Ayrshire recognises that in education there have been significant legislative changes to the planning and delivery of services to children/young people and their families and is committed to ensuring that the following form part of our service delivery:

- Section 40 of the Standards in Scotland's Schools etc. Act 2000 (Appendix 1) amends section 14 of the Education (Scotland) Act 1980 so that Education Authorities are under a duty in relation to children/young people unable to attend a suitable educational establishment as a result of their prolonged ill-health. In such circumstances, an Education Authority must make special arrangements for the pupil to receive education elsewhere than at an educational establishment.
- The intention behind the duty is to ensure that children and young people, so far as possible, within the constraints of their medical condition and the context in which they find themselves, receive education which is "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential." (Section 2(1) of the 2000 Act).
- ***Getting it Right for Every Child (GIRFEC) (2012)*** states: As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

The Getting it right for every child approach ensures that anyone providing that support puts the child or young person – and their family – at the centre.

- ***The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)***, introduced a new framework for children and young people who require some additional support with their learning. Children/young people staying in hospital are included in this group, needing individual arrangements to enable them to access the curriculum and progress in their learning as well as addressing H&WB associated with a stay in hospital away from their peers and family.
- *A Curriculum for Excellence* aims to ensure that our children and young people are:
  - Successful learners
  - Confident individuals
  - Effective contributors
  - Responsible citizens

- Effective teaching and learning takes place in the classroom and at the bedside, within the context of a multidisciplinary team
- Encourage further development to enhance personal and wider achievement through participation in workshops run by a variety of visiting artists ,musicians and volunteers
- Communication with parents plays a pivotal role and takes place both formally and informally
- Staff support and development - there is a requirement to support school staff with respect to children/young people during their hospitalisation and on their discharge in order to ensure a smooth transition back to their base schools

### **EAST Hospital Education Service**

The service is delivered by staff in East Ayrshire Support Team in the Paediatric Ward 1B on a needs led basis through collaborative working with NHS staff.

Teaching in hospital of children/young people should normally begin after five working days following admission. Recurring patients' access HES on admission provided the child's state of health makes this appropriate.

Due to COVID 19, educational activities take place at the bedside (this may involve attending adult wards). We aim to provide a continuity of education, tailored to individual needs, providing a broad, balanced and relevant curriculum consistent with national standards.

Those attending HES work through individualised programmes of work, taking into account their educational, medical, social and emotional needs. No matter age, ability or condition all children/young people come together to learn by taking part in an ongoing topic or theme e.g. Health, Seasonal, Topical.

Our 'Healthy Living' topic contributed to our being the first HES in Scotland to be awarded 'Health Promoting Schools' status.

The EAST teacher engages in supportive dialogue with children/young people about the different hospital departments to provide them with a broader knowledge of the hospital environment and also to serve to allay any fear or worry the child/young person may have regarding medical procedures.

. Due to COVID 19 visits to the hospital from outside agencies such as country rangers, road safety officer etc augmenting the experiences offered to children and young people during their stay in hospital have been suspended. EAST staff maintain strong collaborative links with the outside agencies to ensure the experiences of the children/young people are not diminished during the current pandemic.

Pupils have access to the internet via a laptop with the teacher in attendance. The HES has a net book and mini I-Pad which allow pupils to independently access the internet where a varied selection of appropriate software is available.

The service has an excellent collection of resources for children and young people to utilise to enhance their educational experiences.

The outside area presents opportunity for taking learning outdoors, which is grasped at every opportunity. Pupils participate in a wealth of activities including gardening. We benefit from having a mobile sensory trolley for pupils confined to bed.

### **Role of HES Teacher**

- Support child/young person in being safe, comfortable and reasonably happy within new environment
- Addressing and minimising isolating effects of hospital stay
- To liaise with base schools to ensure continuity of progression of education, consistency of approach and materials at various stages during the pupil's time in hospital and at the point of discharge
- To prepare and deliver individual programmes of work to take account of the educational, medical, social and emotional needs of pupils
- Preparation of resources
- To teach individual
- Progress report to base school throughout stay and on discharge
- Provide a variety of experiences and celebrate subsequent achievements
- Collaborative working with medical staff and as part of multi disciplinary team
- Attend and contribute to MDT meetings (discharge, review, etc)
- Working with and supporting parents/siblings during the child/young person's stay
- Address H&WB needs of child/young person
- Provide in service and CLPL to a range of groups
- Liaise with appropriate management personnel from other authorities
- Training ,supervising and guiding voluntary staff
- Produce information leaflets for pupils, parents and schools
- Liaise with outside agencies re visits to HES
- To respect confidentiality at all times

### **Collaborative working**

We work in partnership with parents, schools and medical professionals, to minimise interruption and disruption to education and to facilitate a seamless transition between hospital, home and school or alternative educational provision.

Close links are maintained with mainstream education establishments and information is shared with them concerning progress during admission. The regular liaison with base school takes place via - visit, e-mail, telephone, with children/young people also maintaining contact via e-mail. Schools are encouraged to visit long term patients to ease the eventual process of returning to school however during the pandemic this can be done through TEAMS .

HES contacts schools to inform of discharge and report on progress during admission.

### **Role of schools**

List of their duties under the legislation:

- To liaise co-operatively with the hospital teacher and parents/carers
- To plan with hospital teacher for delivery of appropriate curriculum
- To provide appropriate resources and materials as requested
- To provide suitable support for individual children/young people
- To attend MDT meetings when requested
- To keep in contact with child/young person thus easing the eventual process of return to school

### **Assessment**

Assessment is formative and based on experiential learning. Information from the base schools provides valuable insight into future planning.

AIFL principles are embedded in day to day practice. There are high expectations of all pupils and they are consulted when setting goals and evaluating their learning giving them ownership of their next steps and targets. Quality assurance procedures, from the feedback of the children/young people to sessions, helps ensure the pupils get the most from their lessons during their hospital stay.

When the occasion arises for a secondary pupil to sit an exam or formal assessment arrangements for this are made via the base school with the SQA.

### **Appendix**

1. SC82.

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## CHILDREN ABSENT FROM SCHOOL THROUGH ILL HEALTH

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### Reference:

- a) The Education (Scotland) Act 1980
- b) Children and Young People (Scotland) Act 2014
- c) Standard in Scotland's Schools etc (2000) Act
- d) Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)

### 1. INTRODUCTION

**1.1** This circular offers guidance on the statutory duty to make special arrangements for children who, for health reasons, are unable to attend school in East Ayrshire.

**1.2** The legislation relating to the education of pupils outwith an educational establishment is contained in Section 14 of the Education (Scotland) Act 1980. Under this Act Education Authorities have a power to make special arrangements for a pupil, who is unable to attend a suitable educational establishment.

**1.3** The right to education is enshrined in Section 1 of the Standards in Scotland's Schools etc. Act 2000 and places Education Authorities are under a duty in relation to pupils unable to attend a suitable educational establishment as a result of their prolonged ill-health. In such circumstances, an Education Authority must make special arrangements for the pupil to receive education elsewhere than at an educational establishment.

**1.4** The intention behind the duty is to ensure that children, so far as possible, within the constraints of their medical condition and the context in which they find themselves, receive education which is "directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential." (Section 2(l) of the 2000 Act).

### 2. CHILDREN AFFECTED BY THE LEGISLATION

**2.1** Children and young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions/disabilities. This population of children who are absent from school will include those with disabilities who have a single prolonged block of absence and those who have several or many periods of absence of varying lengths.



### **2.1.1 Referrals**

In practice, referrals for, and management of, special arrangements outwith school will lie with a child or young person's own school, although all such referrals and management should be undertaken in close co-operation with the Education Authority specialist services or a combination of both. In general, therefore the guidance recommends that there should be an automatic referral by schools for education outwith school after 15 working days of continuous or 20 working days of intermittent absence for verifiable medical reasons, or where this length of absence is known in advance.

### **2.1.2 Local Context**

In East Ayrshire there is a Hospital Education Service and separately Home Tuition arrangements which offer education to young people. Both have the following aims:

- to provide a regular and consistent teaching service, reflecting national guidelines, to meet the educational needs of children in hospital or recovering at home, after a defined period of illness, or several periods of absence due to illness.
- to ensure that continuity is maintained with a young person's previous and future educational experiences by liaising with his/her own school so that the maximum possible educational progress is achieved.
- to organise a service which is sufficiently flexible to meet the specific needs of each child and which can be offered in the context of multi-disciplinary teamwork.
- to be sensitive to parents/carers wishes and to assist parents/carers in minimising the negative effects of loss of education.

Parents should be made aware of these services within school handbooks.

## **2.2 Hospitalised Children**

Effective teaching in hospitals requires teamwork, trust and considerable understanding of the roles of medical and para-medical professionals, the demands of their work and the needs of patients and their families/carers. It is recommended by the guidance that teaching in hospital of children should normally begin after five working days following admission provided the child's state of health makes this desirable.

**2.2.1** In East Ayrshire the present service is provided by a teacher based in Crosshouse Hospital. The hospital has an excellent class base where young people can be supported if not confined to bed. For children confined to bed, teaching support is available bedside.

**2.2.2** The role of the Hospital Education Service Teacher is:

- to teach in individual and small group sessions;
- to liaise with base schools to ensure continuity and progression of education and also consistency of approach and materials at various stages during the pupils' time in hospital and at the point of discharge;
- to respect confidentiality at all points;

- in conjunction with the school, to prepare individual programmes of work to take account of the educational, medical, social and emotional needs of pupils;
- to establish and maintain communication with parents regarding the progress of children;
- to collaborate with colleagues from other disciplines and agencies;
- to work as part of a multi-disciplinary team;
- within available resources, to support transition arrangements from hospital into the community, if required.

**2.2.3** Support from the Hospital Education Service teacher for transition arrangements from hospital into the community is dependent on the hospital – based demands on this teacher. While some examples of criteria for this support are offered here, decisions primarily need to be child-centred and also flexible enough to take account of the changing focus of hospital care ie. shorter hospital based care and more community based care. Criteria for support with transition could include:

- A pupil who has been in hospital long term (10 working days or longer) and who will be at home for only up to 10 working days before returning to school eg. fracture.
- A pupil who has been in hospital long term (10 working days or longer) and will be at home for a considerable time before returning to school eg. spinal injury. Transition support from the Hospital teacher will only be provided within a period of up to 10 working days following discharge to allow schools to put suitable arrangements in place.
- A pupil who is a recurring patient who has been in hospital less than 5 days but whose absence from school will extend to beyond the 15 working days continuous absence or who has accrued 20 days intermittent absences.

**2.2.4** The role of the base school is:

- to liaise co-operatively with the hospital teacher and parents/carers;
- to provide appropriate materials and a range of suitable supports as agreed with parents/carers;
- to provide suitable support for individual children/young people.
- involvement of the base school teacher and/or named person is encouraged. Normally though,
- involvement should be after prior negotiation and agreement with the hospital's own teaching service to ensure that children's paramount needs in hospital, for medical treatment and care, are safeguarded.

**2.2.5** Some East Ayrshire children are also treated within the Royal Hospital for Sick Children, Yorkhill, Stobhill. The Education Authority is charged a fee for the provision of education by other authorities in these establishments. It is the responsibility of the school to liaise with these hospitals as set out in 2.2.4.

## **2.3 Children at Home for Medical reasons**

**2.3.1** When a child is absent from school for medical reasons and at home for an extended period, education is continued there. The responsibility for applying for such a service for children rests with the head teacher of the child's base school.

### **2.3.2 The school will:**

- monitor all absence of children/young people from school through ill-health.
- take responsibility for the automatic consideration of educational support after 15 working days continually or 20 working days of intermittent absence for verifiable medical reasons, or where this length of absence is known in advance.
- contact parents/carers to discuss and identify needs for individual children.
- inform the Authority representative of pupils' home sited educational needs.
- the head teacher in consultation with the parent/carers, will apply for tuition on behalf of the absent child/young person.

### **2.3.3 Home tuition is considered when:**

- The anticipated absence of a child is for 15 working days or 20 intermittent.
- There is written medical confirmation of the anticipated duration, the medical condition and the child's ability to sustain some limited involvement in the teaching and learning.
- It is expected that the young person deemed fit to receive home tuition should be expected to carry out independent work to complement the teaching input.

**2.3.4** Thereafter the head teacher should complete an application form for home tuition (Appendix 1) or a form for medical transport (Appendix 2) supported by a recommendation from the Community Paediatrician based at Ayrshire Central Hospital. In circumstances where a child/young person is being discharged from hospital, a letter from the consultant is also acceptable. A letter from the general practitioner is not sufficient in these cases.

**2.3.5** It is anticipated that staff from the school will act as tutors to achieve maximum continuity for the child. The head teacher will consult with parents/carers and draw up a home tuition plan identifying:

- a support plan in line with the staged school system;
- a plan specific to the individual child/young person's needs;
- who will provide the teaching input;
- the anticipated starting date and teaching times;
- the role of the parents/carers in supporting the educational process.

**2.4** Where the school finds it impossible to identify a teacher from its own staff the head teacher should inform Education Support Service, Civic Centre South, John Dickie Street, Kilmarnock in order for a tutor to be identified.

**2.5** Head teachers and named person will monitor the progress of children educated under this scheme and work with appropriate professionals to help facilitate the child or young person's return to school, which may take place on a phased basis over a period of time. Head teachers and/or named person would also note:

- Home tuition will be provided up to a maximum of 7 hours per week
- Tuition can take place in a variety of locations such as:
  - In the child/young person's home

- Community wing/local hall
- Library
- It must be emphasised that tuition can only take place when there is another responsible adult in the building due to Child Protection issues.
- In some cases the provision of transport to the school on medical grounds, full-time or part-time, may be a more effective option.

**2.6** The detailed implications of this report will be discussed with the teachers' unions through established consultation mechanisms.

### **3. CONCLUSION**

There is now a duty on schools to co-ordinate and ensure there are no gaps/deprivation of entitled education to children/young people. Therefore the school will ensure that the timescales and referral options are adhered to and the authority named co-ordinator is kept informed. The school handbook should provide information in relation to this.

**Approved by:**  
**Linda McAulay-Griffiths, Head of Education**

**Authorised by:**  
**Alex McPhee, Depute Chief Executive and Chief Financial Officer**



## REQUEST FOR HOME TUITION (ALTERNATIVE EDUCATIONAL PROVISION)

School: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Town: \_\_\_\_\_ Postcode: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Tel. No. \_\_\_\_\_

Reason for Tuition: (please attach any appropriate medical information)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person Responsible for Home Tuition Plan: \_\_\_\_\_

Staff Responsible for Providing Tuition: \_\_\_\_\_

Start Date: \_\_\_\_\_ Duration: \_\_\_\_\_

Signed: (School): \_\_\_\_\_ Date: \_\_\_\_\_

### **Directorate Use Only**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Head of Service)

No. of Hours Agreed: \_\_\_\_\_  
(Max 7 Per Week)

### **Return To:**

Linda McAulay-Griffiths  
Head of Education  
Council Headquarters  
London Road  
KILMARNOCK  
KA3 7BU

## REQUEST FOR HOME TUITION - EXTENSION

School: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Town: \_\_\_\_\_ Postcode: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Tel. No. \_\_\_\_\_

Reason for Continuation/Change: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person Responsible for Home Tuition Plan: \_\_\_\_\_

Staff Responsible for Providing Tuition: \_\_\_\_\_

Continuation Date: \_\_\_\_\_ Duration: \_\_\_\_\_

Signed: (School): \_\_\_\_\_ Date: \_\_\_\_\_

### **Directorate Use Only**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Head of Service)

No. of Hours Agreed: \_\_\_\_\_  
(Max 7 Per Week)

### **Return To:**

Linda McAulay-Griffiths  
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