

Schools Forum – 16 January 2024

Title of paper:	Additional capacity at Hospital Home Education
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Summary	
This paper outlines a series of proposals relating to Hospital Home Education Learning Centre, covering primary alternative provision places and an outreach programme to support vulnerable pupils deemed clinically unable to attend school.	
Recommendations:	
1	To approve a proposal to allocate £137,376 of High Needs funding for 10 primary alternative provision places at Hospital Home Education Learning Centre for a period of two years.
2	To approve a proposal to establish an outreach programme for children with profound needs who have not been attending school, allocating £36,742 of High Needs funding per year.

1. Reasons for recommendations

- 1.1 Rates of permanent exclusion for primary school aged pupils has grown significantly in recent years.
- 1.2 However, there is no Alternative Provision (AP) for Key Stage 1 children in Nottingham and a handful of AP places for Key Stage 2 pupils. The places at Hospital Home Education Learning Centre (HHELC) will offer therapeutic support for primary pupils to prevent a child from being permanently excluded and support their reintegration back to their mainstream school.
- 1.3 When a primary aged pupil is permanently excluded from school, the full cost of their education will be funded by the High Needs Block until they are reintegrated back in to mainstream education. Preventing permanent exclusion wherever possible is often the best outcome for a young person and their family, and also reduces pressures on High Needs funding.
- 1.4 Pupils with profound and multiple learning difficulties and medical needs already face significant barriers to access education when compared to their non-disabled peers. Pupils with complex medical needs can face lengthy stays in hospital when picking up relatively minor infections, and on occasions, the complexity of their needs mean that picking up infections and bugs, can also pose a risk to life.
- 1.5 Establishing a resource for outreach support for this vulnerable cohort will ensure they continue to receive an education during these extenuating situations.

2. Background (including outcomes of consultation)

2.1 Rates of permanent exclusion in primary school have risen in recent years:

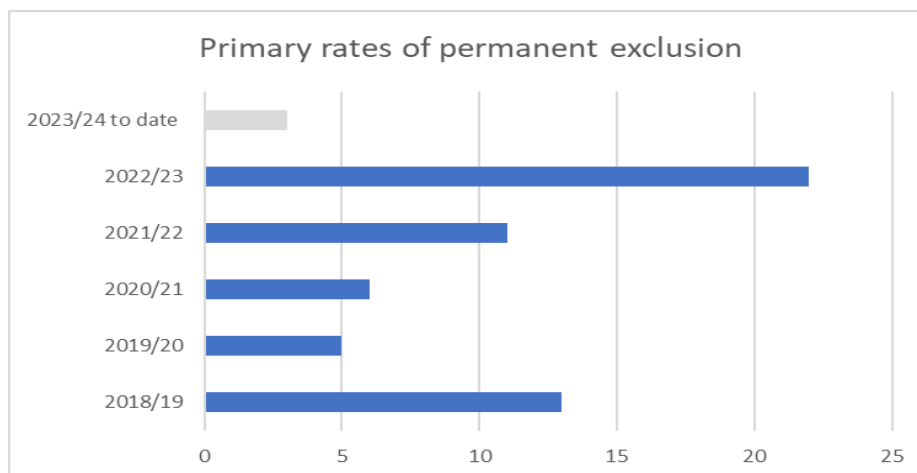


Chart shows rates of primary permanent exclusion over the last six academic years.

2.2 Between 2021/22 and 2022/23, the number of permanent exclusions for primary aged pupils doubled.

2.3 If a primary aged child is permanently excluded from school, if they are in Key Stage 2 they will go on roll with Denewood Academy. Despite adding 8 additional places to Denewood this academic year, Denewood is already at capacity and the school is not able to offer support for children to prevent permanent exclusion.

2.4 An application has been submitted to the DfE for an AP Free School by Raleigh Education Trust and, if successful, this would provide 100 places for KS1 - 3 for children who have been excluded from school or who are at risk of being permanently excluded. If this is approved, it will still be several years before this provision is fully up and running and able to be accessed by city schools.

2.5 This paper proposes a 10-place provision at HHELC for a two year period initially, from 1 April 2024 - 31 March 2026.

2.6 HHELC will be able to support 10 primary aged children identified as at risk of permanent exclusion. Placements will be a combination of full time and part time placements and where the children attend part time, they will be supported by HHELC in their school whilst they are there. This arrangement is already being trialled successfully with one primary school in the city.

2.7 The provision will be in HHELC's Sherwood site and will be an interim, early intervention model that aims to support schools to allow the child to be reintegrated back to their mainstream school. The cost of staffing provision for a full year is £137,377.16.

Description	FTE	Basic pay	NI	Supn	Amount
Teacher	1	47,388.26	5,282.45	11,221.54	63,892.26
Level 3 TA	2	27,854.91	2,588.18	6,299.37	73,484
Level 3 TA (for outreach)	1	27,854.91	2,588.18	6,299.37	36,742
Total:					£174,118

- 2.8 The cost per placement for this provision is £12,987 per year per child, which is significantly cheaper than the annual cost per year of a child when they have been permanently excluded from school. Schools will be asked to fund £85 per week per placement in addition to the above staffing costs. This is the current rate HHELC charge primary schools to cover additional interventions such as ELSA (Emotional Literacy Support) and trauma informed practitioners.
- 2.9 This model is an early intervention model and will need to be delivered in partnership between HHELC and the children's mainstream schools. Referrals for places will come through the usual HHELC weekly admission panel.
- 2.10 Appendix 1 outlines case studies from HHELC.
- 2.11 Oak Field school have identified a cohort of their pupils who, due to their complex medical needs, have not attended school for more than 3 years.
- 2.12 An outreach programme will be set up to provide tuition within students' homes, enabling access to a sensory based curriculum, in an environment less likely to transmit infection. Access to this service will be provided to pupils deemed unable to attend school to their complex health needs, and clearance must be provided by a medical professional. This provision comes from feedback from parent/carers, who express genuine concern that choosing to send their child to school, is choosing to put their health and wellbeing at significant risk

3. Other options considered in making recommendations

- 3.1 None.

4. Outcomes/deliverables

- 4.1 Reduction in rates of permanent exclusion for primary aged pupils and support in place for vulnerable SEN pupils.

5. Consideration of Risk

- 5.1 No risks arising from the proposals in the report.

6. Finance colleague comments (including implications and value for money/VAT)

- 6.1 The Estimated cost will be funded through High Needs allocation, and we expect that this will be covered by overall High Need underspend and year-on-year High Needs settlement figure. The sum of £174,118 has been factored in 2024/25 High Needs budget allocation.

Collins Elechi, Interim Senior Commercial Business Partner – 08 January 2024

7. Legal colleague comments

- 7.1 The Council has a duty to provide suitable full-time alternative education 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 proposals relate to that duty and the power to consider the proposals is within the Forum's remit.

Ann Barrett, Team Leader Legal Services - 07 December 2023

8. Other relevant comments

8.1 None.

9. Crime and Disorder Implications (If Applicable)

9.1 N/A

10. Social value considerations (If Applicable)

10.1 N/A

11. Equality Impact Assessment (EIA)

11.1 An EIA is not required.

12. Data Protection Impact Assessment (DPIA)

12.1 A DPIA is not required.

13. Carbon Impact Assessment (CIA)

13.1 A DPIA is not required.

14. List of background papers relied upon in writing this report (not including published documents or confidential or exempt information)

14.1 None.

15. Published documents referred to in this report

15.1 None.

Appendix 1

Kindness Empathy Respect Responsibility Honesty Resilience



Primary Case Study

Year 1 Pupil

Background information
<p>R is a pupil with Autism and social and emotional needs. He had significant behaviour needs at his previous school, resulting in exclusion. R has an EHCP. R has had significant gaps in his school experience due to Covid and exclusion. This has impacted on his learning and he was initially working within EYFS objectives and levels. His learning profile is quite spiky as a consequence of these factors.</p> <p>He found communication difficult at times with limited vocabulary. He is a visual and hands on learner and loves to be making and creating. This is when his imagination comes to life.</p> <p>R loves exploring and finding things out, especially outside. He likes to share what he has found with adults and ask questions to take his learning further. He finds phonics and reading tricky. He is, at times, reluctant to participate in these activities and needs much encouragement. However, with that encouragement, he will engage.</p>
Staffing
Initially 1:1
Attendance
Through discussions with parents based around length of time R had been out of school, and ability to sustain it was agreed 2 mornings would be the initial expectation. Attendance was increased to 4 mornings Spring Term 1 (this was based around staff capacity, parental choice and R's levels of resilience and sustainability) R's attendance was excellent throughout at 96%.
Curriculum Offer
Initially when R joined HHE we planned a low demand, free flow classroom offer (using EYFS objectives) with the aim to build a secure and positive relationship, identify individual need and begin to make early assessments of both his learning abilities, and style. This provided the opportunity to identify some of his particular needs and triggers, including a dislike of being cold or wet, a need for free flow access to hand washing and identifying that describing tasks as "boring" was his way to communicate that he doesn't understand or is finding something difficult, simple instructions, use of 'Now – Next' visual timetable to support anxiety about

what was coming next.

He was able to progress to a more structured approach quite quickly, planning was generated from the EYFS objectives and themed around a key text. Learning behaviours were taught through games (turn taking, following rules, accepting losing), appropriately match phonics and maths sessions (task time being increased slowly, at the table expectations, lots of praise and reward, building on success, clear routine)

Individual learning Progression – the curriculum objectives being taught were progressed alongside R's needs and with a growing level of appropriate challenge to ensure academic progress was being made, whilst maintaining a safe, positive learning environment for R and consistent opportunities to experience success.

During his time with HHE R successfully began to work within the Year 1 objectives for maths, was reading simple phonics-based texts (Phase 2/3) writing sentences (spellings aided) that included a capital letter and full stop. He was able to engage for sessions up to 40 mins. He acquired a much larger vocabulary, including ways to express basic emotional needs. He also gained a real love of books and listening to stories.

Additional experiences were also built into our curriculum offer to both enhance learning, engage R and continue to provide support for social learning. This included a visit to the shops, and the Orchard.

Behaviour Support

A clear focus was placed on building a positive safe relationship with R that was developed through using some of his own likes e.g. choosing 'Supertato' as a text fitting with his love for super hero characters, taking time to listen to R, creating opportunities for 'fun' through games and creative activities, calm consistent approach / environment.

Identifying triggers and providing appropriate solutions e.g. free access to hand washing, individual timetable incorporating appropriate breaks and a snack time. Repetitive opportunities provided to model, prompt, practise and experience appropriate social behaviours and responses through the activities chosen.

Clear calm boundaries – expectations were shared, consistent, repeated, modelled, and discussed regularly.

Working with Parents

Consistent communication with parents' daily feedback at pick up times, meetings to discuss and review IEP's and progress, parents encouraged to communicate any relevant information from home (which was done successfully).

Shared all key findings related to learning behaviours and abilities. Developed open, safe lines of communication through lots of positive feedback, ensuring parents were always aware of next steps, regular time to discuss.

Partnership Working with New School

Accompanying visits with parents when identifying possible new school. Clear lines of communication were established with the chosen school.

Agreed with school and parents a timetable for transition, building over a half term, fully supported by HHE teacher. Sharing of academic and social information to provide full picture to new class teacher, SENCO and Head teacher.

Visits to the building across 6 weeks from 1 morning to 4 mornings, supported in class fully by HHE teacher to begin with, withdrawing this (whilst remaining on site) over time to build confidence of R to be in class independently. HHE teacher giving constant commentary, reassurance and explanation to R whilst in class.

Support from HHE teacher during non-structured time (playtimes) to help foster some early friendships, support appropriate play and give reassurance.

All appropriate paper work completed and sent. Supporting links with parents, meeting with new school staff and parents. Open lines of communication maintained following full transition for both new school and parents (check in emails shared weekly so far).

Working with Other Agencies

Worked alongside City SEND case worker identifying new school and transition. Supported / advised mum with regards to paediatrician and SaLT referrals.

Reintegration

Following transition work R is fully transitioned at new mainstream setting, early feedback is positive. Current attendance of mornings only agreed with parents – building to full time by Spring term.



Primary Case Study

Year 5 Pupil

Background information
<p>J is a looked after pupil who is currently living in a residential setting. This placement follows a break down with foster parents. He was referred to HHE from Home School following a fixed term exclusion due to aggressive behaviours, hurting another pupil and leaving the classroom / school site. Due to continued behaviours, they felt J was at risk of permanent exclusion.</p> <p>He has a younger sibling still attending Home School living with Step father, older sibling attending secondary school currently in foster care. J has contact with step father, grandparents and siblings. Mum has failed to attend supervised contact – J wants increased contact and talks daily about wanting to see mum.</p> <p>He is a capable pupil comfortably functioning within the Year 4 curriculum expectations independently, and able to achieve Year 5 expectations for Maths and English when engaged with minimal support. He struggles to remain regulated and quite frequently becomes disengaged, leading to aggressive behaviour, bad language and attempts to leave the HHE site.</p>
Staffing
Initially 1:1
Attendance
Through discussions with Home School and carers J began with 2 mornings at HHE and 1 morning at home school. Attendance was increased to 4 mornings at HHE in agreement with home school and carers) J's attendance was good at 92% after initially refusing to come in.
Curriculum Offer
Initially when J joined HHE we planned sessions based around requests he made in relation to interest – including work about the plague, and space. Activities were planned at a level that J could access quite easily to help build confidence and develop positive experiences and relationships. He also enjoyed engaging with some creative tasks. Planning was based on appropriate KS2 Year 4 and 5 learning objectives focussing on English, Maths Science and Art.
J made some progress achieving assessed outcomes at Year 5 level for Reading

and Maths by the end of the school year, with some progress in writing assessments. His engagement in learning improved at times but remained inconsistent based around mood. Communication was maintained with home school – with J completing some work based on what his class were working on e.g. MacBeth / Francis.

Behaviour Support

A clear focus was placed on building a positive safe relationship with J, including using his interests to guide learning choices, calm interactions, praise and rewards, close communication with carers and home school. Repetitive opportunities provided to model, prompt, practise and experience appropriate social behaviours and responses through learning and break sessions.

Clear calm boundaries – expectations were shared, consistent, repeated, modelled, and discussed regularly. An appropriate environment provided for calming when dysregulated. He was supported with maintaining school friendships through writing letters. Visual timetable with some choice about the order of activities.

Working with Carers

Consistent communication with carers daily feedback at pick up times, meetings to discuss and review progress alongside social worker, virtual school and Home School. Carers generally updated us with any issues information from the 'home'. Shared all key findings related to learning behaviours and abilities. Developed open, safe lines of communication. HHE staff supported carer when J refused to come onto site. Some lessons initially took place in the carer's car parked outside of school.

Partnership Working with New School

Following a multi-agency meeting at the end of the summer term it was agreed by all parties that J would attend the on-site school associated with the residential care home in September. J's assessment information was shared and an offer made for a meeting between new teacher and HHE.

Working with Other Agencies

HHE staff attended all meetings with Virtual School, Social care, residential setting and home school. We were able to provide the home school with support and evidence in relation to J's needs academic, emotional and provision needs. Space was provided on-site space for J to meet with new social worker. Staff worked very closely with the residential care home regarding behaviour and attendance.

Reintegration

During the summer term supported transition visits to the Home School one morning a week with a view to increased sessions, Teacher stayed in class for sessions and supported at playtimes.