

WORCESTERSHIRE  
**CHILDREN FIRST**



**Medical Education Review Findings  
Overview and Scrutiny November 2020  
Sarah Wilkins & Gabrielle Stacey**

- Why a review of medical education?
- The review timeline
- Who was the review co-produced with?
- Research methods
- Stakeholder feedback
- The proposed model
- Next steps

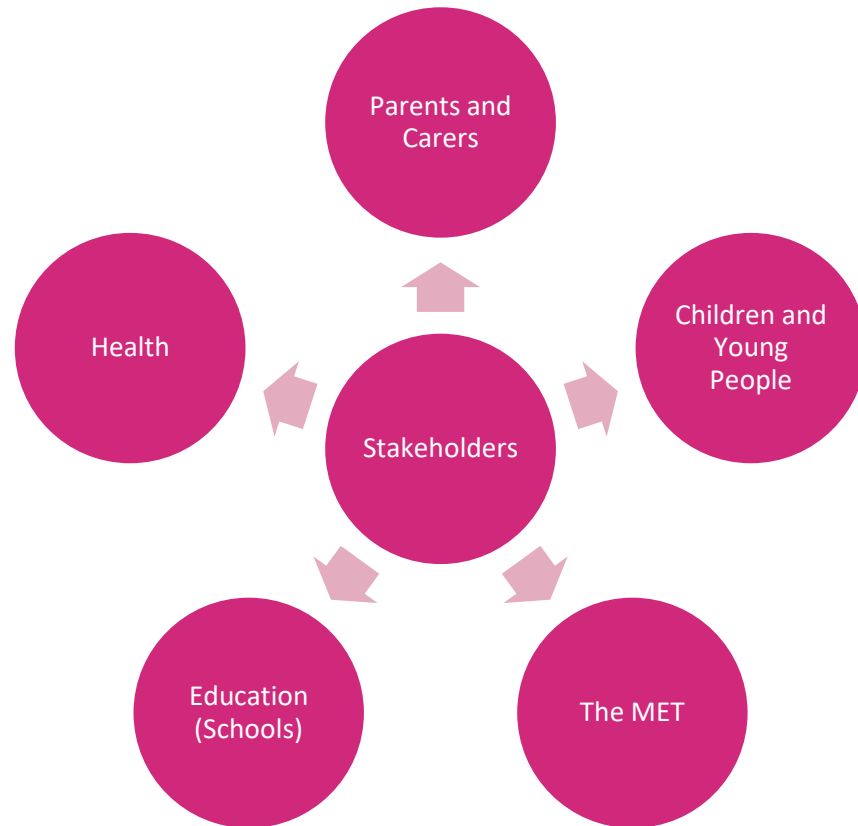
# Why a review of Medical Education?

- The negative impact on children when they miss education
- A priority for Health, Social Care and Education
- To be less reactive and more proactive: development of a seamless pathway
- To improve multi-agency working within Medical Education

# The Review Timeline



# Co-produced with?



# Researched via?



# Children and Young People feedback

Children want to continue to...

- Feel settled and make academic progress
- Have friendly and respectful staff
- Do small group work and 1-1s
- Have a quiet environment
- Be transported to and from bases
- Have involvement from CAMHS
- Feel safe and confident
- Have social opportunities to make friends
- Be away from mainstream school
- Be in a welcoming environment

Children want to see improvements in...

- Outdoor and physical activities on the curriculum
- Non-core curriculum items like design & technology, languages being offered
- School trips and other similar opportunities
- Lighting and layout of premises improved
- Be academically challenged

# Parent/Carer feedback

- Integration and joint working
- Support
- Upskilling
- Flexibility and collaboration between home school and MET
- Small and nurturing /1to1 tuition/online learning/face to face
- Education and life skills
- GCSE completion
- More than mainstream education offer, but not a special school

# Education (School) feedback

- To be the leaders
- Direction from medical professionals
- Response centred around Individual Health Care Plan
- Focus on maintaining learning in English and Maths
- Art/Craft for therapeutic elements
- Short and long-term provision
- Knowledge and expertise as well as direct support
- Family support/social care supporting reintegration
- Support for mental health needs and physical health needs



# Medical Education staff feedback

- Access to external/additional funding
- Standard and more permanent contracts for staff with admin support
- Schools to provide facilities and resources
- MET going into home schools to prevent, delay or reverse school refusals and non-attendance
- Home schools taking responsibility for medium to long term education of their pupils
- Multi-agency ownership
- Registered provision
- A credible and well-resourced remote/online learning offer
- Physical bases
- Provision for post-16yrs to Years 12 to 13

# Social Care feedback

- Parental involvement
- Multidisciplinary team approach
- MET as a support service within a multi-agency approach focusing on reintegration back into home school
- MET providing advice before referral
- Involvement at point of reintegration, working with the family
- To be part of the strategic partnership

# Health feedback

- Multidisciplinary team approach
- Parental involvement/upskilling
- A focus on maintaining engagement and attendance at school and reintegration
- Support for mental health needs and physical health needs
- A jointly commissioned approach
- A special school for children with high anxiety – long term provision
- A recovery model
- Exit planning
- A similar approach and model adopted by Perryfields

# The Proposed Pathway

PREVENTION – providing a learning environment and network which promotes attendance and positive engagement in education	EARLY INTERVENTION – early identification and provision of tools to prevent regular/ chronic non-attendance and engagement in education	INTERIM INTERVENTIONS – additional help and support provided to schools, children/ young people	RECOVERY AND REHABILITATION – provision of a safe, nurturing and therapeutic environment to assist re-engagement with education	RETURN AND REINTEGRATION – long-term education provision and permanent placements
<ul style="list-style-type: none"><li>• Protocol, toolkit and supporting guidance</li><li>• Training and learning networks</li><li>• Commissioning of help and support for parents</li></ul>	<ul style="list-style-type: none"><li>• Adoption of “Individual Healthcare Plans”</li><li>• Support and challenge where attendance of 10 days or more is identified.</li><li>• Prioritising the assessment and treatment of children and young people</li></ul>	<ul style="list-style-type: none"><li>• Creation of a Multi-Agency Assessment Panel</li><li>• Outreach into schools</li><li>• Hospital-based provision</li><li>• Provision of an emergency referral process</li></ul>	<ul style="list-style-type: none"><li>• Home schools lead via Individual Healthcare Plans</li><li>• Commissioning of registered provision, ideally with bases across county</li><li>• A commissioning specification for short-term education</li><li>• Schools to be charged on a pro rata basis</li></ul>	<ul style="list-style-type: none"><li>• Return and reintegrate to long-term education provision</li><li>• Year 11 considered for a longer-term placement until end of academic year</li><li>• Deliver a phased and supportive return to school.</li><li>• The Multi-Agency Assessment Panel will consider the help and support required to aid a successful return and reintegration</li></ul>

# Proposed Outcomes

Children & Young People	Parent / Carers	Schools
<ul style="list-style-type: none"><li>• Maintain engagement in education, principally in school</li><li>• Engaged and enjoying learning and education</li><li>• Maintain academic progress</li><li>• Prepared for exams and achieving qualifications</li><li>• Feel safe confident and supported in new environment</li><li>• Increased confidence and self-esteem</li><li>• Able to maintain routine and structure</li><li>• Able to maintain social contact with peers and form friendships</li><li>• Have their education and support needs clearly identified</li><li>• To be prepared and ready for the next stages and life and education</li><li>• Able to build resilience and life skills to manage conditions and disabilities throughout life</li><li>• Feel confident and able to successfully return to mainstream education</li></ul>	<ul style="list-style-type: none"><li>• Feel informed included and engaged in decision making about their child</li></ul>	<ul style="list-style-type: none"><li>• Feel informed and supported by other agencies, are leading multiagency approach and able to find alternative education arrangements to meet CYP's needs</li></ul>

## Next Steps

- Feedback from stakeholders on proposed model
  - [sendimprovement@worcestershire.gov.uk](mailto:sendimprovement@worcestershire.gov.uk)
- Detailed analysis of proposals from HR, legal and finance followed by implementation planning
- Submission of a WCC Cabinet report seeking approval on the proposed recommendations and implementation plan - February 2021
- Implementation of the recommendations - January – August 2021
- ‘Go Live’ start of academic year 2021/22

