The Medical Education Pathway Proposal

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Presentation overview

➢Medical Education (in Worcestershire)

➢Rationale for the review

➢The review timeline and framework

➢Findings of the review

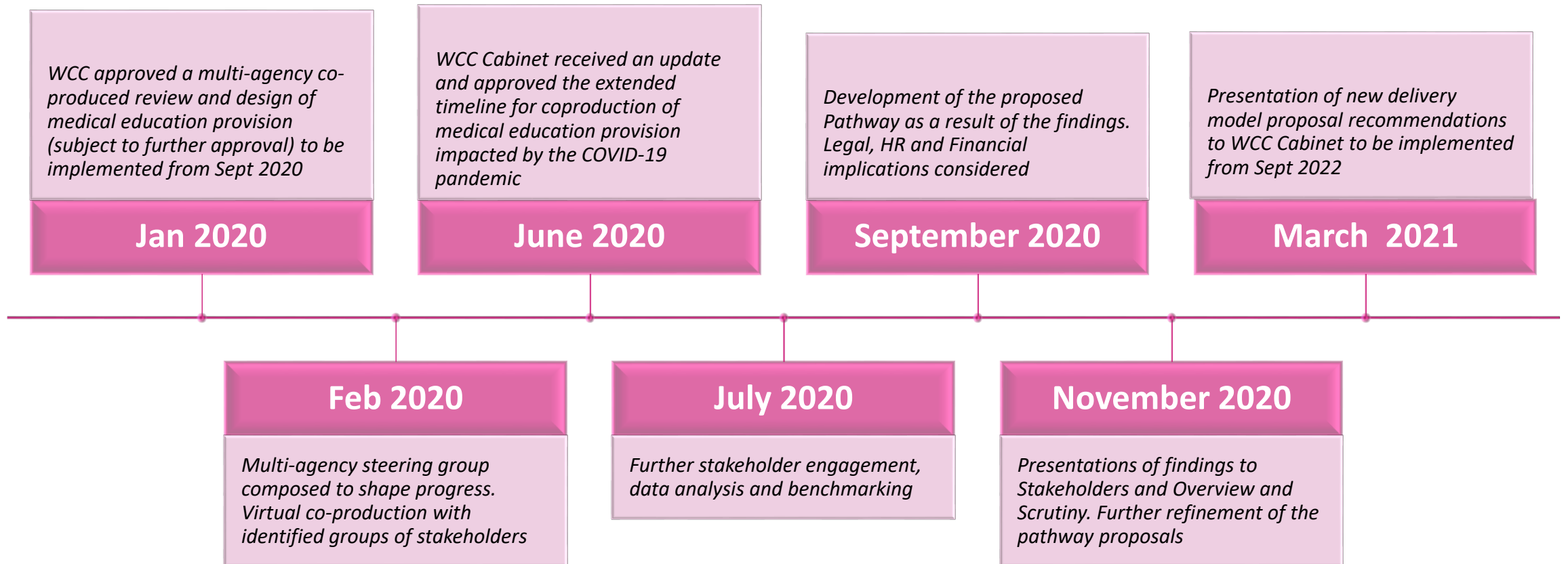➢The proposed model and outcomes

➢Funding

➢Next steps

Medical Education in Worcestershire

- WCC have a statutory duty to make arrangements to provide education for children who cannot attend school for medical reasons

- Currently this is delivered via the Medical Education Team within WCF (on behalf of WCC through the companies Service Delivery Contract)

- The team consists of qualified teachers and teaching assistants who are skilled in teaching pupils of statutory school age providing education through home tuition and access to teaching at three locations in the county.
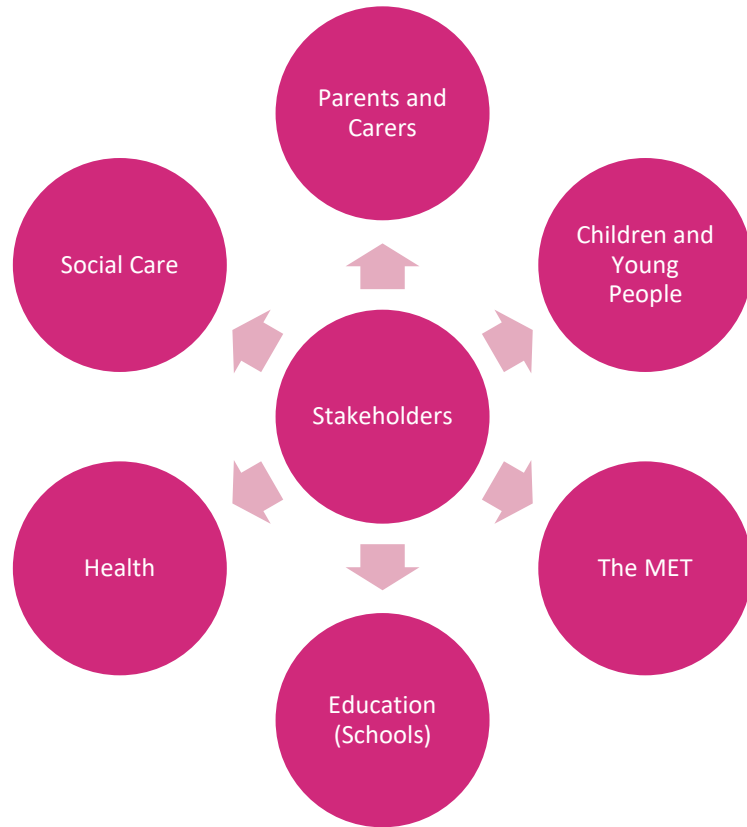
Rationale for the review

➢ The negative impact on children when they miss education

➢ To be less reactive and more proactive: development of a seamless pathway

➢ To improve multi-agency working within Medical Education

➢ To ensure that Medical Education Provision is registered with the DfE

➢ To address concerns around fitness for purpose of current buildings and learning environment

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The Timeline

WCC approved a multi-agency co-produced review and design of medical education provision (subject to further approval) to be implemented from Sept 2020

Jan 2020

WCC Cabinet received an update and approved the extended timeline for coproduction of medical education provision impacted by the COVID-19 pandemic

June 2020

Development of the proposed Pathway as a result of the findings. Legal, HR and Financial implications considered

September 2020

Presentation of new delivery model proposal recommendations to WCC Cabinet to be implemented from Sept 2022

March 2021

Feb 2020

Multi-agency steering group composed to shape progress. Virtual co-production with identified groups of stakeholders

July 2020

Further stakeholder engagement, data analysis and benchmarking

November 2020

Presentations of findings to Stakeholders and Overview and Scrutiny. Further refinement of the pathway proposals

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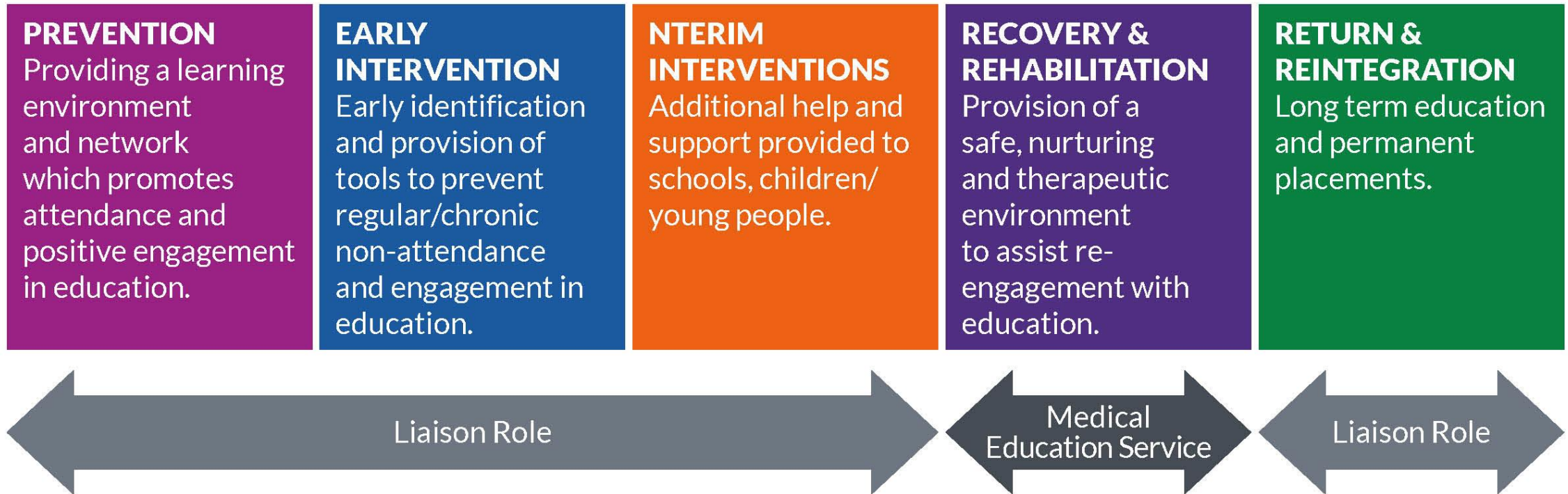WORCESTERSHIRE
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Stakeholder feedback

- Continuation of a safe, bespoke, accessible and welcoming provision that meets children's needs.
- Need for a new approach which includes a quick response to support when identified, a coordinated multi-agency approach that assists recovery to the child's 'home' school and access to a broad effective curriculum including access to enrichment and social activities.
- Schools want to take the lead professional role and collaborate more with medical education provision, other agencies supporting children and their parent carers with the principle of seeing 'medical education services' as short term.
- Health stakeholders emphasised the need for a joint commissioning approach, any delivery being recovery focused and with support for parent carers relating to health issues.

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The proposed multi-agency preventative approach

Entry/Exit Points	Tools / Resources / Provision
PREVENTION Providing a learning environment and network which promotes attendance and positive engagement in education.	• **Access to a protocol and pathway** and **an information and advice toolkit** to equip schools, parents and supporting agencies with the knowledge, expertise and skills to promote school attendance and engagement of 'at risk CYP'. • **Multi-agency training and learning networks** for education establishments and supporting agencies to help grow the capacity of schools in supporting children and young people. • **Help and support for parents**, by providing information, advice and advocacy to facilitate engagement with schools and supporting agencies.
EARLY INTERVENTION Early identification and provision of tools to prevent regular/chronic non-attendance and engagement in education.	• **Adoption of "Individual Healthcare Plans"** as a vehicle for developing school-led, partnership practice. • **Schools complete Early Help Assessments** and liaise with appropriate partners to ensure minimal delay in arranging appropriate provision for the child. • **Proactive monitoring of school attendance** relating to medical conditions and ill-health, where non-attendance of 10 days or more is identified.
INTERIM INTERVENTIONS Additional help and support provided to schools, children/young people.	• **A Multi-Agency Assessment Panel** considering referrals requesting help and support to maintain school attendance and/or engagement. Inclusive of a fast-track referral process when needed. • **Liaison Role** providing short-term additional support to maintain attendance at the home school. • **Use of existing SEND top up funding to provide** short term additional support beyond existing financial resources supporting schools to arrange alternative provision where appropriate, through a regularly updated directory of local providers.
RECOVERY & REHABILITATION Provision of a safe, nurturing and therapeutic environment to assist re-engagement with education.	• **Home schools leading** the partnership working with registered providers to determine the short-term provision required, as well as plans for returning pupils to permanent provision. • **Ofsted registered commissioned provision** offering a short-term full-time curriculum to meet the needs of the individual child with a **therapeutic nurturing approach** embedded. • Delivery of **remote learning** where a need is identified i.e. hospital or home based. • **Capital investment in physical base(s)**.
RETURN & REINTEGRATION Long term education and permanent placements.	• **A multi-agency commitment to a return to a permanent education placement** supported by the **Liaison Role** when required, with exception of some Year 11s (due to the benefit of making examinations more accessible to them). • **The Multi-Agency Assessment Panel** determine the help and support required to aid a successful return and reintegration. • **Home/new schools lead the assessment, planning and provision** for the return of their pupils .

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Health input

- CCG have funded training in 2020/21 for all schools in anxiety-based school avoidance.

- Mental Health Support Teams in Schools will be operational in schools in some areas from October 2021

- CAMHS and CCG will be members of the Multi-Agency Assessment and Review Panel

- Tier 2 and 3 CAMHS revising their triage and assessment considerations to review the impact of the young person's mental health on their ability to access education and the CAMHS service input in supporting attendance.

- CCG pursuing additional funding options to improve the timeliness of support and outcomes for young people with mental health illness and for children and young people with autism.

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Outcomes

Children & Young People	Parent / Carers	Schools
• Engagement in education, principally in school • In receipt of a good quality education, with access to appropriate qualifications • Engaged and enjoying learning • Maintaining academic progress – no significant difference with peers • Prepared for exams and achieving expected progress/grades • Feeling of safety, confidence and being supported in a new environment • Increased confidence and self-esteem • Able to maintain routine and structure • Able to maintain social contact with peers and form friendships • Education and support needs are clearly identified • Prepared for the next stages in life and education • Able to build resilience and life skills for the future • Feel confident and able to successfully return to mainstream education	• Feel informed included and engaged in decision making about their child.	• Feel informed and supported by other agencies • Leading the multiagency approach • Able to find alternative education arrangements to meet CYP's needs.

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Funding

- Current funding: Base funding plus 80% of Average Weighted Pupil Unit (AWPU, the sum of money for every individual child or young person on roll at a school), from schools for each child they refer to the MET.

- Future funding: As above plus school contribution of 80% of the notional £6k Special Educational Needs funding and 100% of the Pupil Premium Grant for each child

Rationale for the Medical Education Service being delivered by a DfE registered provider

- The added value of existing expertise in the provision of education for vulnerable learners within Worcestershire's school system.

- The opportunity to benefit from increased curriculum and extra-curricular activity as part of existing (and broader) school provision.

- The potential for economies of scale in leadership, multiagency support, materials and resources and other aspects of delivery as part of a wider educational provision.

- The potential for greater flexibility with regards to the reintegration into mainstream provision for pupils who are not currently on role at a school (for example when they have recently moved into the local authority).

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Next Steps

- Soft market testing (March-April)

- May – June 2021 Stakeholder consultation on policy approach (after elections)

- June / July 2021 Cabinet Member final decision

- Sept - December 2021 Expressions of interest, evaluation of bids and decisions to identify registered provider(s)

- December-May 2022 Plan and complete statutory School Organisation processes (where appropriate) and review accommodation requirements

- March-May 2022 TUPE processes (where appropriate)

- March – August 2022 New provider(s) with support from WCF implement necessary changes to take effect from September 2022.

- September 2022 New Service Provider(s) begins