



EOTAS (Health Reasons)

Background

Service Children's Education is committed to fulfilling as far as possible within locally available resources the responsibility as laid down in Section 19 of the 1996 Education Act.

"Each local education 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 overseas context:

SCE does not have the variety of provision normally available within a English Local Authority. There are no Pupil Referral Units and the mobility of the workforce often means that skills needed to teach children and young people in contexts other than at school are not readily available or unavailable.

SCE schools are spread worldwide with considerable distances between secondary schools and some primary schools located in isolated areas e.g. BFS Naples. SCE recognises that for a small number of children, education in school is not appropriate; however, the commitment to educate these children according to their needs remains. EOTAS should be viewed as a short term support and not a long term solution. The long term aim being to enable children to attend school.

SCE has its own EOTAS policy which is at **Annexe A**.

EOTAS for health reasons

Research shows that the educational advantages of mainstream education cannot be fully replicated in any EOTAS setting/situation. Consequently, there is a significant detrimental impact on the educational and social outcomes for any pupils who find themselves outside of full time, mainstream provision for an extended period of time. It is therefore crucial that all staff employed by SCE work collaboratively to minimise the impact of any disruption to the education of children and young people under the responsibility of SCE.

There are a number of situations where a child/young person may not be able to attend school for health reasons including, but not limited to long term or recurrent illness, injury, maternity or new parent, anxiety/depression, and school phobia. Where a child's health prevents them from attending school there is an expectation that the English local authority should produce a strategic planning framework which is designed to ensure the child's education continues and agencies involved liaise effectively.

A child who cannot attend school for health reasons should not be without an education for more than 15 working days before a local authority intervenes and provides education for a minimum of 5 hours per week. The teaching must be of a similar quality to that which the child would receive in school. The strategic plan for the child must be regularly reviewed so that as a child's needs change their education provision reflects this.



SCE will aim to mirror the above requirement and to better it by:

- Working in partnership with schools and other agencies at an early stage in EOTAS cases.
- Working in partnership with all schools and other agencies to identify potential EOTAS cases and be proactive rather than reactive.
- Use available technology and resources to provide children with learning of a similar quality to that in school.
- Provide suitable training for all staff involved in EOTAS cases.

EOTAS protocols

The Assistant Education Officer (SEN) will be the initial point of contact for any matters pertaining to EOTAS. SCE has a Pupil Support Teacher (PST) within the Pupil and Families Support team, to whom cases will be referred by AEO (SEN)

When a school has an EOTAS case it is important that the relevant agencies are involved as soon as possible. This will include the PST who will aim to ensure within available resources continuity in a child's education.

Whilst parents are not bound to accept the services of the PST and the support SCE and other agencies can offer, it is important that where parents are willing, that consent is sought as soon as is possible to allow their child to benefit from continuity of education.

When working with a child/young person the PST will need to be informed of medical issues, but only in the context of the impact the child's medical needs have on their ability to access education. This will assist the school working with the PST being able to plan a suitable curriculum during any protracted absence. Parents should also understand that as well as PST, a Designated School Support (DSS) staff member will possibly be involved in supporting their child's education.

Responsibilities

Parents, the school, PST and DSS need to be aware of their responsibilities.

Parents will agree to:

- Allow PST and Designated School Support staff (DSS) to visit their child in the home environment to deliver teaching/tuition.
- Provide a suitable learning environment and through a signed agreement be present during home tutored sessions.
- Work with the PST/DSS and the school to agree a learning plan for their child.
- Try to adhere to the agreed learning plan; health, medical appointments etc. permitting.
- Provide contact details to PST/DSS and school support staff.
- Agree mutually convenient times for PST/DSS to work with their child at home.
- Allow PST/DSS to connect SCE ICT equipment to their home internet access.
- Complete SCE loan agreements for any ICT or other equipment loaned to them for the duration of EOTAS support.
- Take responsibility for their child's internet access whilst using SCE ICT equipment.



- Work through the PST/DSS when contacting the school regarding their child's education.

Pupil Support Teacher (PST) will:

- Visit children in their home to deliver teaching/tuition, where this is practically possible.
- Suggest a suitable learning environment
- Work with parents and the school to agree a learning plan for the child.
- Put in place and develop ICT and other systems to facilitate learning.
- Understand that the child's health and medical appointments are the key priorities.
- Provide parents with contact details including phone number and email.
- Arrange mutually convenient times to visit the child at home to provide tuition/teaching.
- Arrange for the family to borrow SCE ICT and other equipment for the duration of EOTAS support.
- Provide the link between school and home with regard to the child's education.
- Remind parents that they are responsible their child's internet access when using SCE ICT equipment.
- Follow guidance for lone workers within the Safer Working Practice document.
- Undertake training to enable them to fulfil their role.
- Maintain strict confidence.

Designated Support Staff (DSS) will:

- Visit children in their home to deliver teaching/tuition, where this is practically possible.
- Understand that the child's health and medical appointments are the key priorities.
- With the PST arrange mutually convenient times to visit the child at home to provide tuition/teaching.
- With the PST, provide the link between school and home with regard to the child's education.
- Follow guidance for lone workers within the Safer Working Practice document.
- Undertake training to enable them to fulfil their role.
- Work under the direction of the PST to deliver an agreed programme of work.
- Feedback to the PST on a weekly basis on progress against the ILP.
- Take part in ILP reviews.
- Maintain strict confidence

The school will:

- Nominate a single point of contact in the school for PST to liaise with. This could be the SENCO or a person in a pastoral position.
- Nominate a Designated School Support person who will in conjunction with PST, deliver teaching/tuition to the pupil.
- Provide work/activities, in association with PST of a similar quality to that which the child would receive in school.



- Work with parents and the PST to agree a learning plan for the child.
- Understand that the child's health and medical appointments are the key priority.
- Be responsible along with the parents for SCE ICT and other equipment for the duration of EOTAS support.

The role of Designated School Support (DSS)

SCE schools are spread worldwide with considerable distances between most secondary schools and some primary schools located in isolated areas. Additionally at any one time there can be any number of EOTAS. Therefore the PST is unable to provide direct in every EOTAS case but will have involvement in all cases.

The DSS will be a member of support staff at each school who will be trained to provide direct support in EOTAS (medical) cases. Given that this may involve 5 hours of tuition per week, plus travel time, funding will be provided centrally to compensate schools. This will allow them to possibly take on more staff in the short term. In some schools the role of DSS could remain dormant for long periods of time, or may never be needed. It is, however, important that each school has a designated DSS should the need arise.

A situation where the DSS might have difficulty providing support is when a child's home is situated a significant distance from the school. This would apply to both King's School and Price Rupert School due to the fact they have boarding pupils. In these cases a possible solution might be a reciprocal arrangement where the school nearest to the child's home provides the DSS and is compensated centrally. Alternatively it might be possible to identify a suitably qualified and CRB cleared person closer to the child's home to take on the DSS role.

It is expected that the DSS would already be familiar with safeguarding procedures and be suitably qualified, have knowledge of the SCE Safeguarding Policy and be aware of the procedures to be adopted when working with individual children.

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