



Tuition, Medical and Behaviour Support Service

Education of children who are unable to attend School in the short term due to medical needs policy

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Responsibility:	Greg Portman

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Introduction

This policy takes account of the Statutory Guidance “Arranging education for children who cannot attend school due to health needs” (DfE – December 2023).

Local Authorities are responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. This applies whether or not the child is on the roll of the school and whichever type of school they attend. It applies to children who are students in Academies, Free Schools, Special Schools and Independent Schools as well as those in Maintained Schools.

Furthermore this guidance also states that the Local Authority should:

- Have a named Officer responsible for the education of children with additional health needs and parents should know who that person is.
- Have a written, public, accessible policy statement on their arrangement to comply with their legal duties towards children with additional health needs. The Policy should make links with related Services in the area, for example Special Educational Needs and Disability Service, SENDIST, Child & Adolescent Mental Health Services (CAMHS), BeeU, Education Welfare/Attendance, Improvement Services, Educational Psychologists and where relevant other health providers.
- Review the provision offered, regularly to ensure that it continues to be appropriate for the child and that it is providing suitable education.

The Service is responsible for providing short term education for medically referred students who are unable to attend school.

The Service provides direct teaching through individual tuition in students’ homes for students who are recovering from illness and unable to attend either their own school or an Education Centre. There may be certain situations where virtual lessons are provided, or agreed community locations if teaching in the home is not appropriate.

Aims

The aim of the Service is to support students by providing quality education for the period they are unable to access mainstream school. The Service recognises that, whenever possible, students should receive their education within their mainstream school, and we aim to reintegrate students back into mainstream education at the earliest opportunity.

Whilst the Tuition Service has a responsibility to provide direct teaching for medically referred students, we also work closely with other Agencies to ensure students have access to Educational Psychologists, Education Welfare Service, Shropshire Youth Service and on-going medical advice. The Service takes great care to maintain links with mainstream school and keep parents fully informed in both process and decision making regarding the child's programme and progress.

Referral to the Service

Referral on medical grounds to the Tuition Service must originate from a Consultant Paediatrician, Consultant Child and Adolescent Psychiatrist or Medical Practitioner. Best practice dictates that these referrals are supported with information from the student's mainstream school and Education Welfare Service. They should then ensure that written medical advice and other supportive information, including Referral Form, is forwarded to Education Access Team, Learning and Skills Directorate, Shirehall or emailed to inclusion@shropshire.gov.uk.

Partnership with Schools

- During the period that the student receives medical home tuition the school will be expected to take an active role in supporting TMBSS through supply of curriculum materials and books and liaison with tuition staff over planning.
- The school will remain responsible for ensuring access is available for examination materials and make arrangements for SATS and GCSE's where appropriate. This can include home invigilation, assessment for access arrangements, Entry Level papers and supporting materials.
- The school will be responsible for ensuring that there is a named teacher within school who can co-ordinate and support links with TMBSS
- School will provide additional support and tuition for the student where appropriate.

What the Service aims to do

TMBSS will promote the student's future wellbeing by:

- Reviewing and assessing their progress on a regular basis.
- Building student confidence and self-esteem.
- Create programmes of study that are student lead and reflective of their needs.
- Working in partnership with other professionals to support the child back into school.

To this end the Service will:

- Offer a range of subjects to each student as appropriate, to ensure a broad and balanced curriculum.
- Concentrate on areas on interest and achievement and on any special educational need.
- Ensure that students returning to school follow the appropriate Curriculum to make the return to school easier.
- Follow the broad outlines of the National Curriculum as they relate to each Key Stage.
- Complete accurate attendance records.
- Attend Review Meetings.
- Ensure TMBSS teachers receive appropriate In-Service training and professional support.
- Oversee the reintegration of students back into school where necessary.
- Liaise with medical staff and other professionals working with the child.

TMBSS Curriculum Model

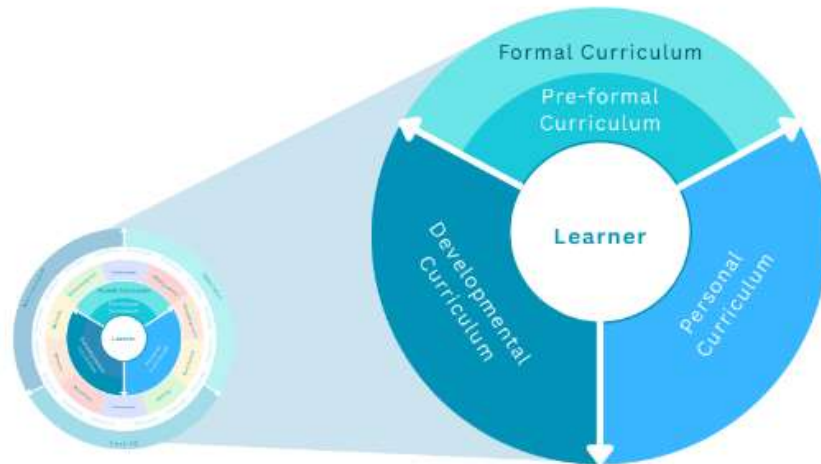
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

Evaluation

Evaluation of the Service is undertaken through the monitoring of teaching and learning outcomes in conjunction with the TMBSS Executive Headteacher, TMBSS Head of School, TMBSS Outreach Manager, schools, parents and other professionals and reported to Governors at the Summer Term meeting.

Related Documents

- DfE Arranging education for children who cannot attend school due to health needs December 2023
- DfE: Equality Act 2010
- DfE 2014 Supporting pupils at school with medical conditions.