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**LOIS Core Offer 2022-2023**

***Inspiring each other and growing together to achieve our best***

**Introduction**

The purpose of this document is to describe the roles and responsibilities of mainstream schools/settings and the Local Authority in supporting the needs of pupils with physical and / or complex medical needs, giving an overview of the legal context. It also describes the offer of support to schools and settings commissioned by the Local Authority under a service level agreement with LOIS, Lancasterian Outreach and Inclusion Service, which is part of the Lancasterian Organisation. Within this it defines the activities that are offered free of charge as ‘within core’ and those that are offered at a charge as ‘above core’ or ‘a targeted offer’.

**The Legal Position and National Perspective**

The legal landscape sets the context for the how the needs of pupils with physical and/or complex medical needs are managed and met in schools and settings. This, coupled with the inclusion agenda and the focus on parental choice of schools and settings in the light of SEND reforms, impacts on the requirement for schools to meet and manage the needs of a wider range of pupils than ever before.

***The Children and Families Act 2014***

From September 2014, Section 100 of the Children and Families Act 2014 places a statutory duty on all schools to effectively manage and meet the needs of pupils with medical conditions, medical needs and physical disabilities; “The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential”. The key points of the statutory duty are:

* The Governing Body will have overall responsibility for ensuring that arrangements are in place to support pupils at school with medical conditions, including the provision of appropriate training.
* Parents/carers (and pupil if appropriate) will be involved in and consulted in the development of plans (IHCPs OR Individual Healthcare Plans) to support their child’s medical needs in school.
* School will have a policy for supporting pupils with medical conditions.
* School are recommended to develop ***Individual Healthcare Plans (IHCPs)*** for pupils with long term, complex, fluctuating needs or those where a medical emergency can be anticipated, in consultation with healthcare professionals and other involved agencies.
* School will designate a named lead person who will have responsibility for implementation.

***The Equality Act 2010***

The Equality Act places a statutory duty on schools to:

* make reasonable adjustments to enable a pupil to access and participate in the full life of the school;
* eliminate discrimination, harassment and victimisation of pupils with disabilities, as a protected characteristic;
* be anticipatory in terms of potential pupils who have needs that school have not yet managed e.g. a wheelchair user, a pupil requiring a high level of medical intervention;
* proactively promote equality of opportunity for all pupils;
* foster good relations between disabled and non-disabled pupils and families.

***The Children Act 2004***

Safeguarding is defined in the Children Act 2004 as:

* protecting children and learners from maltreatment;
* preventing impairment of children’s and learners’ health or development;
* ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care;
* undertaking the role to enable children and learners to have optimum life chances and to enter adult-hood successfully.

Child protection is a part of safeguarding and promoting welfare, referring to activity that is undertaken to protect specific children who are likely to suffer or who are suffering significant harm. All agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Ofsted tell us that effective safeguarding:

* should not be seen as a burden to schools;
* is a reasonable and essential part of the fabric of the school;
* pays attention to the meticulous and systematic implementation of policies and routines;
* involves every member of the school community in some way;
* has a focus on the particular circumstances and needs of pupils, especially the most vulnerable.

Ofsted have identified two key inspection issues from this definition:

* the effectiveness of settings and services in taking reasonable steps to ensure that children and learners are safe and
* the effectiveness of settings and services in helping to ensure that children and learners feel safe.

***The Health & Safety at Work Act***

The main legislation covering this area is the Health and Safety at Work Act 1974 and regulations made under that Act. The employer (the local authority or governing body) is responsible for health and safety, though tasks may be delegated to staff. Employees also have a duty to look after their own and others’ health and safety. Employers, school staff and others also have a duty under the common law to take care of pupils in the same way that a prudent parent would do so. School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place; sensible risk management cannot remove risk altogether.

**The Local Authority Perspective**

The challenge for local authorities is to find the most cost effective way to ensure that schools are able to:

* adapt to a changing pupil population where pupils with increasing complexity of need are being placed in mainstream schools;
* meet and fulfil their legal requirements;
* improve the management of attendance and attainment of pupils with physical and medical needs and
* effectively safeguard children and young people with physical and medical needs.

**Lancasterian Outreach and Inclusion Service - LOIS**

LOIS is a city wide outreach service led by Lancasterian School in West Didsbury. LOIS provides support, advice and training to primary and secondary schools including free schools and academies. Our core purpose is to support and empower schools and their staff to effectively meet the needs of their pupils with physical and / or complex medical needs.

LOIS offers support around many areas associated with supporting the needs of pupils with physical / complex medical needs, including:

* the management of physical and/or complex medical needs including writing Individual Healthcare Plans (IHCPs);
* Moving and handling risk assessments and plans
* Equipment assessments
* multi-agency working with healthcare professionals;
* physical access and the assessment of risk for pupils with physical and/or complex medical needs;
* advice on the management of personal care needs;
* information about specific medical conditions and their impact on the child in school, including impact on learning and cognition;
* information about the impact of medical conditions on fine motor skills development;
* access to the PE curriculum;
* access to the curriculum using assistive ICT for writing and recording or access to the curriculum;
* transition to new schools or provisions;
* due regard to confidentiality, maintaining dignity and respect in meeting a pupil’s needs including intimate personal care;
* disability awareness raising activities and
* equality and disability issues.

**The LOIS Core Offer to Schools**

LOIS is commissioned to provide support and advice to enable schools to meet their responsibilities as outlined above. Services provided as part of the LOIS core offer are free of charge to mainstream settings. However, some of the services provided by LOIS are desirable for schools but are ‘above core or targeted’ and are subject to charges and availability. The Local Authority has an expectation that individual schools will use their element 2 or element 3 funding to commission services to meet the needs of their pupils. The table below shows what is available and whether it is a core or targeted activity – core activities are Level 1 activities (blue), targeted activities are Level 2 activities (white). The core offer includes an invitation to send up to two members of staff to the Good Practice in Managing and Meeting the Needs of Pupils with Physical / Medical Needs for SENCOs/School Lead at a subsidised cost and up to 4 hours of advice / support / training from the Level 1 menu below. The core offer includes access to LOIS Physio and Occupational Therapist advice for pupils requiring support with accessing the physical school environment, specialist seating and equipment. **Once the 4 hours have been reached additional support, even within the Level 1 section below will be subject to a charge and dependent upon team capacity.** **All Level 2 activities are subject to a charge and availability.**

**Pupils with complex needs will be considered on an individual basis and a plan of LOIS support agreed as appropriate (see below)**

**The Referral Process**

Schools access support by contacting the LOIS team at Lancasterian School and completing a referral form.

The criteria for LOIS being able to offer support and advice is that referral centres around a pupil who:

* has clinically recognised physical and/or complex medical needs e.g. specific diagnosis or
* is undergoing investigation by healthcare professionals and is likely to receive a medical diagnosis.

It is anticipated that the pupil requires support within a combination of areas of need in relation to the Matching Provision to Need Tool for Physical and/or Complex Medical Needs section developed by LOIS, including:

* Independence and mobility
* Management of healthcare needs
* Personal care needs
* Perceptual skills
* Fine motor skills
* Communication and assistive technology
* Recording and physical access

The flow chart overleaf indicates the referral and support pathway.

**Contact (usually by email or phone)**

Does not meet Criteria

General Enquiry

 Meets

Criteria

**Formal Referral**

* **Completion of detailed Referral Form**

**Informal one off Advice**

**Signpost elsewhere**

**Meeting / discussion, when required, with SENCO/School Lead to**

* **find out how physical and/or complex medical needs are currently managed in the school/setting;**
* **review referral information for pupil(s) and triage for priority**
* **gather further information about pupil(s) and agencies / professionals involved;**
* **look at the Matching Provision to Needs tool, clarify pupil(s)’ needs and the provision required;**
* **identify any other professionals that could contribute to work around the child;**
* **identify priority actions and agree**

**Core Offer:**

* **Attendance on Good Practice in Healthcare Planning Course for SENCO/School Lead plus 1 other at subsidised cost**
* **Attendance on Moving and Handling Training Course (chargeable)**
* **Lancs Outreach Activity from the Core offer (up to 4 hours)**
* **Complex Cases involving Moving and Handling / Seating / Equipment referred to LOIS Physiotherapist or Occupational Therapist for assessment and advice.**

**Tareted offer: See table below**

* **Activities subject to availability and additional charges**

**Case closed. Schools to re-refer as required.**

**Evaluation**

Schools are requested to complete an Evaluation Survey online at the end of the period of support or within the period of support if long term in nature.

This supports LOIS in gathering information about the effectiveness of the service and supporting future developments and new initiatives. As such it is vital to the work that we do and we request that schools take the time to provide this information following receipt of support or advice.

\* Support time includes on-site and off-site activities associated with Level 1 activities visits e.g. writing reports, attending EHCP reviews or TAC meetings and extended telephone consultations as well as visits to school / setting

**LOIS Offer to Schools**

**Healthcare Management and Planning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aspect** | **Management** | **Training** | **Pupil(s)** | **Inreach** | **Whole School Development** |
| **Core Offer - Healthcare Planning Level 1** | informal discussion to review school /setting’s current practice in managing the physical and/or complex medical needs of pupils | attendance on LOIS Good Practice in Healthcare Planning course for SENCO/Lead plus one other at subsidised cost |  | one inreach visit for staff to a school that demonstrates effective healthcare practice |  |
| support school in the development of documents that make up an IHCP (Individual Healthcare Plan) and invitation for up to 2 members of staff on SENCO/Lead Good Practice course at a subsidised cost | mentoring on writing an IHCP (Individual Healthcare Plan) for referred pupil(s) | support to produce an IHCP (Individual Healthcare Plan) for referred pupil(s) |
| mentoring on writing Medical Protocols and Emergency Medical Protocols for referred pupil(s) | support in writing Medical Protocols and Emergency Medical Protocols for referred pupil(s) |
| mentoring on writing a Personal Care Needs Plan for referred pupil(s) | support on writing a Personal Care Needs Plan for referred pupil(s) |
| **Targeted Offer - Healthcare Planning Level 2** | support school to review current practice in managing pupils’ physical and/or complex medical needs  | repeat attendance on LOIS Good Practice in Healthcare Planning course for SENCO/Lead plus one other or attendance by additional staff – *Note* *there is an expectation when SENCOs leave a school that effective succession planning will be carried out* |  | further or bespoke inreach opportunities to visit a school that demonstrates effective healthcare practice  | delivery of a whole school information session on a specific medical condition and its impact on the pupil in school |
| mentoring to set up a management structure and system to meet the needs of pupils with physical and/or complex medical needs following audit | repeat mentoring on writing Healthcare Plan for referred pupil(s)  | repeat support to produce IHCP (Individual Healthcare Plan) for referred pupil  |  |  |
| repeat informal discussion to review school/setting’s current practice in managing pupils’ physical and/or complex medical needs  | repeat mentoring on writing Medical Protocols and Emergency Medical Protocols for referred pupil(s)  | repeat support with writing Medical Protocols and Emergency Medical Protocols for referred pupil(s)  |
| repeat mentoring on writing Personal Care Needs Plan for referred pupil(s)  | repeat support on writing Personal Care Needs Plan for referred pupil(s)  |
|  | training groups of targeted staff at the school/setting around identified aspect of need e.g. personal care needs, specific medical conditions etc |  |

**Access to the School Environment**

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| --- | --- | --- | --- | --- | --- |
| **Aspect** | **Management** | **Training** | **Pupil(s)** | **Inreach** | **Whole School Development** |
| **Core Offer – Access to the Environment Level 1** | general verbal advice focusing on access to the physical environment for a specific referred pupil with physical and/or complex medical needs  | general verbal advice on writing a Risk Assessment for Access to the Physical Environment and Personal Emergency Evacuation Plan for referred pupil(s) | observation of pupil(s) in school – formal or informal as appropriate to gather information about the pupil’s needs and give informal advice on meeting needs | facilitate one inreach visit to an environment with provision of appropriate adjustments and adaptations |  |
| general verbal advice around the development of facilities and reasonable adjustments for the referred pupil(s) | general verbal advice on writing an Additional Needs Risk Assessment for off-site trips, visits and activities for referred pupil(s) | Written report of observation visit and advice |
| Physiotherapist / OT advice focusing on access to the physical environment for a specific referred pupil with complex needs. Assessment of equipment needs and provision of verbal / written advice / quotes for any purchases recommended. | Therapist led competency training of relevant staff in school following pupil assessment and staff attendance of Good Practice in Moving and Handling course | Therapist assessment. Moving and handling risk assessments and plans, access to seating clinics and equipment assessments. Access to seating and sling clinics for all EYFS and Specialist Settings (2 – 16 years). |  |  |
| **Targeted Offer – Access** **to the Environment Level 2** | detailed written access advice focusing on pupil access to the physical environment for pupils with physical and/or complex medical needs | Attendance of Good Practice in Moving and Handling Course for staff working with pupils who need support with moving and handling. | mentoring on writing a detailed individualised Risk Assessment and/ or Personal Emergency Evacuation Plan for pupil(s)  | facilitate further inreach visits to an environment with provision of appropriate adjustments and adaptations |  |
| further support and advice on the development of specific adjustments for the referred pupil(s) around access | mentoring on writing an Additional Needs Risk Assessment for off-site trips, visits and activities  | mentoring on writing an Additional Needs Risk Assessment for off-site trips, visits and activities for referred pupil(s)  |
| Therapist advice / moving and handling risk assessment and plan for access to swimming lessons | Therapist led competency training of relevant staff in school following pupil assessment and staff attendance of Good Practice in Moving and Handling course | Therapist assessment and advice for off site activities including swimming |
| Therapist advice, moving and handling risk assessment  |

**Multi-Agency Working**

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| **Aspect** | **Management** | **Training** | **Pupil(s)** | **Inreach** | **Whole School Development** |
| **Core Offer – Multi-agency Working** **Level 1** | Attendance at multi-agency, review or EHCP Planning meeting, if required, for referred pupil(s) |  | joint working with school, parents/carers and healthcare professionals, as appropriate, e.g. physiotherapists, occupational therapists, paediatricians, specialist nursing teams, SENDIASS, EHCP team etc |  |  |
|  |  |  |
| **Targeted Offer MA Mtgs****Level 2** | support with long term pathway planning for referred pupil(s), as appropriate  |  |  |  |  |

**Transition**

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| **Aspect** | **Management** | **Training** | **Pupil(s)** | **Inreach** | **Whole School Development** |
| **Core Offer –Transition****Level 1** | general verbal advice on supporting transition from setting/home to school, mid-year and New Arrivals and from primary school to high school for referred pupil(s) |  | attendance at multi-agency or EHCP Planning meeting prior to admission to schoolattendance at a pupil(s) Y5 / Y6 review meeting or other where transition to high school is to be discussedattendance at ‘settling in’ review meeting following transition |  |  |
| Physiotherapist / OT advice focusing on access to the physical environment for a specific referred pupil with complex needs. Assessment of equipment needs and provision of verbal / written advice / quotes for any purchases recommended. | Therapist led competency training of relevant staff in school following pupil assessment and staff attendance of Good Practice in Moving and Handling course | Therapist assessment. Moving and handling risk assessments and plans, access to seating clinics and equipment assessments. Access to seating and sling clinics for all EYFS and Specialist Settings (2 – 16 years). |
| **Targeted Offer –Transition****Level 2** |  | Attendance of Good Practice in Moving and Handling Course for staff working with transitioning pupil |  |  |  |

**Access to the Curriculum**

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| --- | --- | --- | --- | --- | --- |
| **Aspect** | **Management** | **Training** | **Pupil(s)** | **Inreach** | **Whole School Development** |
| **Core Offer – Access to the Curriculum****Level 1** | general verbal advice on gross / fine motor skills, or other specific aspects in relation to referred pupil(s) |  | general verbal advice on the development of a PE support plan for referred pupil(s) in collaboration with relevant healthcare professionals | one inreach opportunity for staff to visit a school with a specific focus on one of these aspects of curriculum access |  |
| general advice on access to the PE curriculum for referred pupil(s) |
| general advice on the use of ICT to support curriculum access and enhance writing and recording for referred pupil(s) |
| **Targeted – Access to the Curriculum****Level 2** |  | Attendance on LOIS training course or Clnic e.g. Inclusive PE, IT equipment and software, Fine Motor Skills | Individual pupil assessment e.g. Keyboard assessment | Further or bespoke inreach opportunities to visit a school that demonstrates effective curriculum practice with a specific focus on one of these aspects of curriculum access |  |
| Advice and support in the development of a bespoke PE support plan for referred pupil(s) in collaboration with relevant healthcare professionals |
| specialist assessment with report and recommendations for referred pupil(s) around writing and recording strategies e.g. via specialist ICT equipment |

**Key**

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| --- | --- |
| **Level 1** | **Core offer activities and services – up to 4 hours (additional 4 hours from core offer for complex cases requiring Lancs Therapist referral)** |
| **Level 2** | **Targeted offer activities and services** |

If you have any further questions about any aspect of the core offer or referral process, please contact the LOIS Team. Reviewed October 2022