
DUAL PLACEMENT AGREEMENT

*Next Steps Medical
Pathway: Medical Provision*



RÆDWALD
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ST.CHRISTOPHER'S ACADEMY

DATE :

DUAL PLACEMENT AGREEMENT

Between: and Raedwald Trust

Date Placement Agreed: _____

Date Placement Starts (pupil on roll): _____

Placement End Date: _____

Pupil Name: _____

The support and provision of education for pupils with additional needs requires a partnership approach, with each partner agreeing to certain roles and responsibilities.

Upon receipt of referral, the Raedwald Trust and the Local Authority will determine which pathway will best meet the needs of the pupil. This will be established through:

- Review of Inclusion Referral Form
- Discussions with school staff and/or Family Support services at the Local Authority
- Review of documentation provided at time of referral

If it is determined that a pupil's needs cannot be met in one of our current pathways, a separate agreement may be negotiated (in exceptional cases) by the Local Authority.

For the purposes of this document, "home school" refers to the mainstream setting where the pupil is on-roll or, for pupils who have been permanently excluded, by the Local Authority. Placement end date is set for the maximum length of time the pupil should be educated at a particular Raedwald Trust site as per pathway expectations. This end date may be brought forward if Raedwald Trust teams feel that an earlier reintegration is appropriate for the child/young person.

The subsequent agreement relates to the pathway identified below.

DPA Pathway Overview

Next Steps Medical Pathway

Purpose:

- ❖ To support mainstream setting to identify underlying SEND needs that may support onward referrals for additional input.
- ❖ A co-constructed curriculum with home school that is targeted to address the significant barriers pupil faces to accessing a mainstream school offer.
- ❖ To ensure that pupils are not disadvantaged educationally, due to their illness or medical condition.

Overview:

- ❖ The pathway supports children and young people with a physical and/or mental health need or a complexity of needs. They may have in place or require an EHCNA, EHCP, CAF, be open to Early Help at the outset of involvement to ensure that a multi-professional approach is maintained. Referral evidence from an appropriate medical professional and relevant baseline/attendance data is needed at the point of referral.
- ❖ The duration and nature of the placement will be dependent on the pupil's medical or mental health need. It is expected that most placements will be between one and four terms. Each placement will be reviewed in collaboration with parents, the home-school and the medical practitioners involved, with the aim of supporting the re-integration of the pupil back into the mainstream setting full-time.
- ❖ All pupils accepted onto this Pathway will require an IHP (Individual Healthcare Plan) in place.

Pupils with the following needs can be referred:

- ❖ Those with medical / mental health needs as a primary need who are or will be absent from school for more than 15 working days (consecutive or cumulative absence due to the same illness).
- ❖ Pupils who have complex other needs but also have a secondary medical/mental health need which is diagnosed as temporary and treatable.
- ❖ Pupils who are re-integrating into school after a period of illness or injury.
- ❖ Pupils who are frequently absent from school for short periods of time due to the nature of their chronic illness or following a course of treatment

SEND statutory requirements:

Where a pupil has an EHCP in place, staff will ensure, in collaboration with the home school, that adequate provision is made to meet need. Reasonable adjustments will be made to teaching approaches and resources to ensure access to a differentiated curriculum. A pupil's timetable will be adapted to accommodate specific intervention programmes to ensure compliance with EHCP recommendations. EHCP outcomes will be formally reviewed at least annually and staff at the setting will work with parents and the home school to facilitate annual review meetings and ensure relevant paperwork is completed.

Curriculum offer:

The setting aims to work closely with the home school, to offer a co-constructed curriculum, with the clear aim of meeting the educational and emotional needs of each pupil, whilst taking into account their medical needs and treatment plans. In order to support re-engagement and reintegration with the pupil's home school, the home school curriculum will be implemented for each child through coordinated delivery mechanisms (such as the AV1 robot-see below) and regular communications between Raedwald and home school. It is therefore expected that home schools will ensure curriculum resources (that will facilitate pupil access) are shared in a timely manner each week.

In the event that home school curriculum is unavailable, specific aspects of the curriculum will be prioritised by Raedwald to ensure that pupils can continue to access examinations and are well-prepared for wider life. This will include a focus on the core academic subjects of Reading, Writing,

Mathematics, Science and statutory entitlement of RE, the curriculum will be heavily weighted towards delivering PSHE/RSHE and 1:1 Thrive to support their social and emotional development. This interim curriculum will be in place for no longer than 6 weeks. We aim to ensure schools understand their statutory duties around children with medical needs, hence following their home school curriculum. In the event that home school curriculum is not provided beyond this point, a placement termination notice may be issued.

A key aspect of the curriculum identity will be the degree of flexibility and extent to which learning is planned and adapted in collaboration with pupils, their families, and the home school.

The curriculum diet and method of delivery will depend on the duration and nature of a pupil's placement and treatment needs. The ultimate aim is to offer an engaging curriculum created in collaboration with pupils and their home school. The setting will use its best endeavors to minimise any disruption to a pupil's education and ensure, where possible that the curriculum a pupil receives is in line with that of their peers.

Timetabling will be led by the home school, so that students are able to access lessons based at their home school. The emphasis of all sessions will be tailored to address the therapeutic, social, or emotional needs of the pupils. Regular opportunities to engage in a range of activities designed to support the building of relationships, confidence, emotional resilience, and self-esteem will be offered to pupils. The delivery of the curriculum will be dependent on the pupils' presentation. Timetable variations would be agreed in line with clinicians, home schools and families.

The Medical Needs Pathway uses virtual telepresence information technology, such as the AV1 Robot, to support learners to remain connected with their Home School curriculum; teachers and peers.

For pupils who are on placement with us during GCSE examinations, mainstream schools will make the exam entry and pupils can sit exams in their home school. St. Christophers can be used as an Alternative site only if all involved believe this would be most suitable for the pupil. If this arrangement is requested, home school would be responsible for all administration. If access arrangements are required, mainstream schools would be responsible for the submission of form 8 JCQ applications and other relevant exam board applications; access testing costs and responsibilities can be discussed at appropriate review meetings.

Reading and the curriculum:

The setting will have a strong reading ethos and reading for pleasure will be actively promoted and celebrated. Pupils will be offered a book on admission, and they will be able to access daily reading sessions which focus on the study of a range of texts. For those who need it, phonics will be taught using a systematic synthetic phonics programme, such as Fresh Start and Read Write Inc,. School staff and pupils will also be able to access reading and phonics computing applications.

It will be important for pupils to have access to a wide range of fiction and non-fiction texts, drawing from the RT Readers for Life literature spine and associated lessons. Reading sessions will be adapted to match the attainment of pupils and text study will focus on developing the comprehension skills of inference and retrieval. Every effort will be made to ensure pupils access texts at an appropriate level.

The Raedwald Trust agree to:

- Notify the Local Authority of the date of admission of pupil (confirmed by the RT Admissions team) once the educational pathway has been determined. (Attendance Code Z).
- Work in partnership with home school to determine use of B, C or D attendance coding while attending a Raedwald Trust site.
 - **Code D:** *Dual Registered [Used when the pupil is attending the Alternative Provision (AP), on a temporary basis, for all sessions that the pupil is expected on the AP site or a home visit has been arranged and delivered with the AP setting].*
 - **Code B:** *Off-site educational activity [Used when the pupil accessing AP attends another off-site activity organised but not supervised/delivered through the AP setting or home school].*
 - **Code C:** *Leave of absence authorised by the home school or AP setting.*
- Ensure the home school is made aware immediately of any suspensions or permanent exclusions of the pupil if he/she is attending the Raedwald Trust site.
- Fulfil Raedwald Trust dual registration responsibility to home school which includes:
 - Weekly report on pupil attendance
 - Attendance telephone number that can and should be contacted by home school on a daily basis
- Sharing/providing assessment data and ILP targets.
- Liaise/work with other agencies as required. This includes supporting home school with regards to EHCP Annual Reviews and/or EHCP referrals and IHP reviews.
- Work with colleagues to:
 - set initial home school staff visit dates to the allocated Raedwald Trust site.
 - set dates for reviews as appropriate.
- Support applications for transport submitted by parents/home school.
- Work in partnership with home school Designated Safeguarding Lead to obtain, monitor and share safeguarding concerns.
- Work in partnership to establish any Access requirements for end of Key Stage examinations.
- Provide a comprehensive end of placement report at the end of the pathway placement
- Engage pupils in a progressive curriculum where programmes of study have been derived from the EYFS Profile and the National Curriculum.
- Provide via the Raedwald Trust website, a curriculum overview and programmes of study detailing specific coverage of subjects and objectives in reference to the 'interim curriculum' offer.

The Home School and Governors agree to:

- Sign up to the Raedwald Trust Medical Needs in school programme (MNIS HUB)
<https://www.raedwaldtrust.com/outreach-services/mnis-3/>
- Engage in the delivery of GCSE teaching via the use of an AV1 robot as per agreed timetable

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- Maintain responsibility for the pupils' educational provision by providing Next Steps Medical Pathway Staff with weekly, sequenced learning requirements for GCSE/Core subjects.
 - Share the MTPs or SoWs with the NSM Staff before the start of each term
 - Work in partnership with RT to determine use of B, C, D attendance coding.

- **Code D:** *Dual Registered [Used when the pupil is attending the Alternative Provision (AP), on a temporary basis, for all sessions that the pupil is expected on the AP site or a home visit/learning has been arranged and delivered by the AP staff].*

- **Code B:** *Off-site educational activity [Used when the pupil accessing AP attends another off-site activity organised but not supervised/delivered through the AP setting or home school].*

- **Code C:** *Leave of absence authorised by the home school or AP setting.*

- Ensure the Raedwald Trust site is made aware immediately of any Fixed Term Exclusions or permanent exclusion of the pupil if he/she is attending the home school.
 - Ensure the Raedwald Trust site is made aware immediately of any Safeguarding concerns that arise.
 - Share any relevant historical safeguarding information with the DSL for NSM Pathway.
 - Provide Raedwald Trust with contact information for allocated staff with attendance responsibility.
 - Share/provide assessment data and ILP targets.
 - Continue to liaise or work with other agencies as required. This includes overseeing and submitting paperwork for EHCP Annual Reviews and/or EHCP referrals and IHP reviews
 - Send a member of staff to visit pupils at the Raedwald Trust site once each half term to ensure ongoing home School contact.
 - Provide Raedwald Trust with name of key worker/key person for referred pupil who will be visiting pupil on-site. Home school will ensure that any member of staff is able to provide DBS information and photo ID for verification upon first visit to RT site.
 - Maintain responsibility for registering and administering any standardised assessments throughout the duration of the pupil placement. If appropriate, the mainstream setting may delegate responsibility for exams administration to the RT site.
 - Work in partnership to establish any Access requirements for end of Key Stage examinations
 - Attend and/or host any pathway review meetings.
 - Engage in any follow-up feedback/data collection requested by Raedwald Trust following the end of a pupil placement.
- I agree to the terms and conditions of educational support as outlined in this Dual Placement Agreement:

Signed: _____

Head of School / Head Teacher, Raedwald Trust site

- I agree to the terms and conditions of educational support as outlined in this service level agreement:

Signed: _____

Head Teacher, Home School

Print Name: _____

Date: _____

Please sign, take a copy of the agreement and return the copy to Raedwald Trust.

Important Information

Email and Phone contacts

	Home School	St. Christopher's Academy, Raedwald Trust
Lead Contact		
Attendance		
SEN		
Safeguarding		

First Review Date: week beginning