

# Children and Young People with Medical Needs

Camden School Inclusion Service &  
Royal Free Hospital Children's school



***An Outreach Teaching Service for Secondary  
and Primary young people across Camden***

## **Contents**

**The Statutory Framework**

**The aims of this policy**

**Principles**

**Who is covered by this policy?**

**Roles and Responsibilities**

**A Guide for Parents and Carers**

**Lone Worker Policy- Teaching in the home**

**Safeguarding: Reporting a suspicion or disclosure**

**References and Useful Resources**

## **The Statutory Framework**

All children and young people are entitled to a high quality education. Camden School Inclusion team and the Royal Free Hospital Children's school are committed to ensuring that the needs of the most vulnerable groups of learners are met.

In June 2013 the Department for Education published updated statutory guidance entitled, '**Ensuring a Good Education for Children who cannot attend School because of Health Needs**'. The guidance sets out the duties of local authorities to ensure that children and young people with health needs receive a good quality education. In accordance with this guidance, Camden has a duty to:

*Arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education.*

In 2015 the Department for Education published '**Supporting Pupils at School with Medical Conditions**'. This sets out a duty on schools to meet the needs of children with health needs.

The duty on local authorities to support children and young people with health needs is a statutory duty. There is therefore no charge to schools for support provided by Camden (Home Tuition, Tuition and Specialist Teacher for Medical Needs) for supporting such children and young people.

## **The aims of this policy**

- To set out how Camden School Inclusion Team and the Royal Free Hospital Children's School, in liaison with partner agencies, strives to provide good quality education for children and young people with health needs.
- To provide guidance to schools, families and partner agencies on their roles and responsibilities in ensuring a good quality education for children and young people with health needs
- To clarify and specify which children and young people are covered by this policy
- To set out the steps taken for referrals of the different pathways of support for pupils with medical needs

## **Principles:**

This policy and any ensuing procedures and practice are based on the following principles:

- All children and young people are entitled to a high quality education and to work towards their goals and aspirations regardless of their individual health needs.
- Schools should seek to gain a full understanding of any diagnosed or potential health difficulties in order to make early intervention and minimise any disruption to the education of children with health needs.

- If children can be in school they should be in school. Children's diverse personal, social and educational needs are most often best met in school. Schools are required to make reasonable adjustments where necessary to enable all children to attend school.
- Effective partnership working and collaboration between schools, families, education services, health services and all agencies involved with a child or young person are essential to achieving the best outcomes for the child
- Children with health needs often have additional social and emotional and learning needs. Attending to these additional needs is an integral element in the care and support that the child requires.
- Children experiencing mental health difficulties should be treated with the same regard as those with physical health difficulties.
- Children and young people with health needs are treated as individuals, and are offered the level and type of support that is most appropriate for their circumstances; workers and agencies should strive to be responsive to the needs of individuals, taking into account the views, wishes and feelings of the child or young person.

This policy and any ensuing procedures and practice are informed by the '*Access to Education for Children with Medical Needs: A Map of Best Practice*' (Farrell & Harris, 2003). From the research evidence, five factors have been identified that constitute best practice in this area:

- 1) **School ownership:** meaning the extent to which the child's school maintains a high profile during the time their pupil is receiving education out of school.
- 2) **Partnership and collaboration:** meaning the ways in which the local authority service seeks to establish working relationships with other agencies to ensure that an individual's needs are met during the time they are out of school.
- 3) **Flexibility:** meaning the ways in which the service provision is organised to fit Individual cases and adjusted when required due to changing circumstances
- 4) **Responsiveness:** meaning the ability of the local authority service to respond to the needs of all the stakeholders: pupils, parents, service staff, mainstream schools, medics and other professionals.
- 5) **Clarity:** defined as local authority services and schools developing written policies and procedures that outline clearly all the roles and responsibilities of those involved in the education of children and young people with medical needs.

### Who is covered by this policy?

This policy applies to all children and young people of compulsory school age who, because of illness, are unable to attend school for health reasons. This policy applies to all children and young people whether they attend mainstream schools, academies, free schools, independent schools, special schools and children not on the roll of a school. This policy covers health needs, including mental health needs but does not include self-limiting infectious diseases of childhood, such as measles. This policy and the service is aimed at short term medical/mental health needs and not longer term medical conditions, such as Sickle Cell, Crohns Disease. Pupils referred to the service are generally expected to make a full recovery and return back to the referring school.

## **Pregnancy**

Young women of compulsory school age who are pregnant are entitled to remain at school whenever and for as long as possible. Schools should make reasonable adjustments to enable young pregnant women to remain in school. When there is medical evidence that continuing to attend school would be contrary to the young woman's or the unborn child's wellbeing, the school can make a referral for provision of tuition. Following the birth of the baby, young mothers may benefit from tuition for a temporary period before they return to school.

## **Roles and Responsibilities:**

### **1) The Family**

The family should keep the school informed of all relevant information regarding the child or young person's health situation, including any planned medical absences, and any periods of illness. The family should ensure that the child or young person attends all medical appointments. If home tuition is required, the family will obtain medical evidence to confirm their child's entitlement to support. Medical evidence must come from their paediatric medical team and not from Primary Care (i.e. not from their GP). If accessing Home Tuition, the family will ensure that their child attends all lessons offered, unless this is not possible due to exceptional circumstances or severe ill-health. Parents are expected to give written consent for information to be shared with London Borough of Camden and Royal Free Hospital School staff in order to comply with GDPR (General Data Protection Regulations)

### **2) The School**

Where possible, the school will make a referral to the Medical Needs Referral Panel Outreach Tuition Service as soon as they become aware that a child *is likely to be or has been absent for over 3 weeks of cumulative school days*. Where children have long-term health needs, the pattern of illness and absence from school can be unpredictable, so the most appropriate form of support for these children should be discussed and agreed between; school, the family, Camden School Inclusion Team, Royal Free Hospital Children's School and all other relevant medical professionals.

If a child or young person's health needs are likely to have a significant impact on the child's achievement and attainment over time, parents and school should consider requesting and should themselves initiate completing an Education, Health and Care assessment from the local authority. This is because where a child's needs become "additional to or different from" the main cohort of children, they would be regarded as having **Special Educational Needs and/or disabilities (SEND)** and the Code of Practice for SEND should be referenced.

### 3) Outreach Tuition Service

The Outreach Tuition Service is informed by medical advice. Tuition is intended to be a short-term, interim provision (2 terms in the first instance) for students with medical needs. It should not be used as an Alternative Provision nor regarded as a long term solution for a young person's education.

***Where medical advice does not recommend home tuition, or in cases where children and young people do not engage with medical services, the Outreach Tuition Service will not offer lessons, or may withdraw the intervention pending further advice.***

***In addition, where a child or young person does not engage appropriately with the offered service, home tuition may be withdrawn.***

The service works in partnership with the pupil, parents/carers, medical health professionals and a named person in the school (main referring professional) to provide a high quality core education for children with medical health needs. ( See Appendix for Pathway flow chart: Support for Children and Young People with Health Needs )

Where a child has, or is likely to have long-term medical needs (including mental health) which are preventing their access to education, parents/carers and school should work together to decide on a long-term action-plan. This may involve making provision within the school's offer, and/or requesting an assessment for an Education, Health and Care Plan (EHCP).

The Out Reach Medical needs Service aims to provide education, where the child's health needs allow, focusing on core national curriculum subjects in English, Maths and Science. This is provided through a balanced combination of 1:1 teaching, homework and remote learning. (See Appendix for RFHCS Teaching and Learning policy)

As a registered exam centre, students in Year 11 have the opportunity to take GCSE and Functional Skills exams at the Royal Free Hospital Children's school. Special access arrangements are made to support the individual needs of students during the exam period. This is with an aim to alleviate and manage any anxieties whilst providing the best outcomes for the young person. (See Appendix for RFHCS exam board SLA)

### 4) The Outreach Medical needs Teacher

The Outreach Medical needs Teachers in our service are highly qualified and experienced educational professionals with expertise in supporting pupils with both medical/mental health needs. This applies also when young people are well enough to attend their home school, but may require support so that they can attend school regularly and take part in school activities. The Outreach Medical needs Teacher can offer practical advice on how schools can support the inclusion and/or re-integration of these pupils, offering advice and guidance on drawing up care plans.

Outreach Medical needs Teachers can provide one-to-one teaching to pupils as well as to small groups of young people (where appropriate) while they are unable to attend their home school. These sessions can take place in the home but can also be convened in libraries and other public buildings where appropriate. Where face to face learning cannot take place (for example if the child is not able to engage directly or if an adult is not

available to supervise in the home) there is a remote learning capability which includes the use of an AVI Robot (No isolation project) and other learning platforms and websites such as; Zoom, Google class room and Purple Mash.

The Outreach Medical needs Teacher manages the professional network around the young person, maintaining a relationship with many of the medical professionals in the borough (e.g. CAMHS, Paediatricians, Specialist Nurses, School Nurses, social care and other early intervention agencies), and is able to support communications and at school meetings where a child with medical needs is concerned. The Outreach Medical needs Teacher will complete both academic and pastoral records to track the progress and well-being to the student throughout the duration of tuition. These records are sent weekly to a key professional at the home school to update them regularly on the pupils progress as well as inform/support a shared plan of action as and when the pupil is ready to transition back to their home school. (See Appendix for examples of record keeping documents)

Royal Free Hospital Children's School, in partnership with the Camden School Inclusion team, organise regular CPD training for Outreach Medical needs Teachers and support staff on special needs and disability issues. They also offer specialist training for staff working with pupils who have specific medical and mental health needs. Information about other CPD courses is advertised in the Camden Learning professional development and training brochure. This can be found online at <https://cpd.camdenlearning.org.uk/cpd/portal.asp>.

## **A Guide for Parents and Carers**

### ***1 What should I do if my child's education is being disrupted because of their health needs?***

Speak with somebody at your child's school and let them know that you are concerned and that you would like support for your child. Ask the person at the school to make a referral to the Home Tuition and Medical Needs Service at Camden School Inclusion Team.

### ***2 What support can I expect for my child?***

The support your child receives will depend upon his or her individual needs and circumstances. It may be possible to put in place support in school so that your child can continue to attend. Your child may need 1-1 tuition at home at times when he or she is too ill to attend school. ( See Appendix for Pathway flow chart: Support for Children and Young People with Health Needs )

### ***3 How will the right support be decided on?***

The Medical Needs panel will meet together to discuss the details of the referral for your child and decide the appropriate pathway of support which can be offered. Then, a Team around the family (TAF) meeting with yourself and all the appropriate health and education professionals will take place to discuss, agree and set up a support plan. You (and your child, if age appropriate) will be fully involved in discussing and agreeing what support is best for your child.

### ***4 Who can I talk to about the support my child is receiving?***

In the first instance, try to speak to your [key](#) contact person at the school. If this is not possible, you can contact the Medical Needs/Coordinator in The Camden School Inclusion. Details are below:

**Dylan Buckle**

*Camden School Inclusion Team Manager  
Medical Needs Officer*

T: 0207 974 1654 / 07880 793039

E: [Dylan.Buckle@camden.gov.uk](mailto:Dylan.Buckle@camden.gov.uk)

**Alex Yates**

Head Teacher  
Royal Free Hospital Children's School

T: 0207 472 6298 / 07470370379

E: [head@royalfree.camden.sch.uk](mailto:head@royalfree.camden.sch.uk)

**Jemma Michelson**

Medical Needs OT Manager

T: 0207 472 6298/ 07393626063

E: [Jemma.michelson@royalfree.camden.sch.uk](mailto:Jemma.michelson@royalfree.camden.sch.uk)

## Pathway: Support for Children and Young People with Health Needs

Camden School Inclusion follows the pathways indicated below in order to ensure clarity and fairness of procedures. Within these pathways, all children and young people with health needs will receive consideration and appropriate support based on their individual requirements.

The criteria for home tuition support are:

- The pupil is a resident of Camden
- The pupil is of compulsory school age
- The pupil is (or due to be) temporarily absent because of medical reasons, including mental ill-health.

**A child or young person of compulsory school age has a health need that is disrupting their education.**

Long-term health need  
(intermittent absence)

Emotional / Mental Health

Complex / Other



A referral is made to the Camden School Inclusion Team from a Camden School. The 'Home' school completes the 'Student Passport' form and completes a Psychological support plan detailing CAMHS contacts or any other professional working with the child and family. This is sent to the Medical Needs Officer (Dylan Buckle) within the inclusion team. A letter from the medical consultant referring the young person must also be provided. The Medical Needs Officer brings the referral to the **bi- half termly Medical Needs Panel** meeting with representatives from RFHCS. The school will be advised by letter if the referral has been accepted and the name of the teacher or provision allocated.



Having been allocated a case the teacher usually convenes a TAC meeting of all the relevant professionals. This could include: student and parents, class teacher (Primary), head of year, SENDCO, school nurse, outreach teacher, referring, social worker, family worker etc. At the meeting, all professionals will discuss the student's needs and to agree a support plan. The Support plan sets out how the pupil's health needs are to be met. A key professional will be identified at this meeting as the first point of contact; they will aim to coordinate the support plan and liaise with professionals by giving regular updates on progress, highlighting any issues and raising any safeguarding concerns.

When the criteria are met, tuition can begin. **In the first instance, tuition is offered for 2 terms.** The decision whether to implement teaching in the home will be considered on a pupil-by-pupil basis, considering what is in the best interests of the child. However where possible, every opportunity to teach outside of the home is encouraged. The support plan may involve:



Teaching in a public space (Library)

Home Tuition

Small group (Thomas Group)

Teaching in the home school

- On-going regular review process: Outreach Teachers are required to complete a 'Tutor checklist' of documents which support and record the learning of the student. (See Appendix for example proformas). These are regularly monitored by Outreach Teacher manager Jemma Michelson at RFHCS.
- Weekly academic and pastoral learning/communication logs are completed by the Outreach Teacher. These logs track progress, highlight pastoral/Safeguarding concerns and document important communication between professionals involved with the young person and their family.
- Progress is reviewed every 4-6 weeks by the Medical Needs Officer and Outreach Teacher.
- The 'Endings process' begins 2 weeks before tuition is drawing to an end and Reintegration into the home school or alternative provision is supported by the Outreach Teacher, where appropriate.

## **Lone Worker Policy**

### **Home visits and home teaching**

Teachers visit pupils at home for a variety of reasons. For some, home visiting is part of their job description. These would include home teachers providing tuition to children and young people with medical conditions which prevent them attending schools; and those involved in traveller education or home-school liaison.

### **Undertaking Visits**

For the majority of teachers and head teachers, for whom home visiting is not part of their job description, it is recommended that, wherever possible, meetings should take place in school. Home visiting by teachers should always be authorised by the head teacher and/or service manager. Wherever possible, teachers should be accompanied by someone trained in home visiting, for example, an education welfare officer. For very young children it may be possible to co-ordinate visits with visits by health visitors, or even to avoid home visits by meeting at the local child health clinic, with the health visitor present.

#### *The Legal Framework*

*Under the Health and Safety at Work etc Act 1974, employers have a duty to safeguard the health and safety of their employees. This duty applies whether the employee is working at the usual workplace or off-site. The Management of Health and Safety at Work Regulations 1992 require employers to assess the health and safety risks faced by employees and take appropriate preventative measures, where necessary. The main safety risk associated with home visiting is that of violence, although risks may also arise through stress brought on by the isolation experienced by some teachers working as home tutors.*

### **Avoiding the Risk of Violence - a checklist**

*Employers should ensure, via head teachers and other managers who coordinate the home tuition service, traveller education and other such services, that staff:*

- are fully aware of relevant risks and ways to minimise them, as set out in the employer's risk assessment;( See Appendix for risk assessment)*
- are fully trained in strategies for the prevention of violence;*
- are briefed about the area in which they will be working;*
- are provided with all relevant information on particular pupils, their medical needs and any aggressive tendencies, and the background of parents/carers, including any aggressive tendencies, which can help prevent violent incidents occurring<sup>1</sup>;*
- are aware of the existence of aggressive pets;*
- are aware of the need to leave an itinerary with expected departure/arrival times with a responsible contact, who knows how to react if the person has not returned when expected and to phone colleagues about possible changes of plan;*
- carry, and keep switched on, a mobile phone so they are contactable at all times;*
- have arranged a prior appointment with the parent/carer whom they are going to meet and do not enter the house if either the child is at home alone or if the*

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<sup>1</sup> In certain cases the risk assessment may require another person to be present in the room when teaching, or make specific provision for two teachers to work with the child.

- *parent/carer, with whom the appointment has been made, is not there<sup>2</sup>;*
- *ensure that doors of teaching rooms are left open for greater transparency and safety;*
- *appreciate the importance of having a clear exit route, and for this purpose position themselves where they have easy egress through the door;*
- *are aware of the importance of leaving the home immediately if they feel uncomfortable in any way (an ongoing risk assessment);*
- *should not give lifts to pupils or family members or teach elsewhere other than the location specified on the risk assessment;*
- *are aware that they must avoid and be seen to avoid any act or omission which could call their professionalism into question or otherwise place them in a compromising position;*
- *always inform the parent/carer if finishing the lesson before the agreed time;*
- *avoid evening visits wherever possible;*
- *carry an identity card, which should not be worn around the neck, and show it on a first home visit;*
- *consider carrying an alarm; and*
- *do not carry large quantities of cash or credit/debit cards when making home visits.*

All employers are recommended to keep an up-to-date record of incidents reported following home visits and visits will be discontinued where there is a known risk of violence or other unacceptable behaviour. ( See Appendix for risk assessment) This should be documented in weekly BTA learning and pastoral logs and be sent to the Outreach Teacher manager and Royal Free Hospital Children’s School administrator. (See Appendix for BTA proforma)

### **Safety guidelines: Teaching in the home**

Any member of staff who works outside of school with students must ensure that they are clear of the procedures in place to protect themselves and the students they are working with.

- All staff should be seen to be working in an open and transparent way.
- Staff should always act in the child’s best interests.

### ***Confidentiality***

- Staff should be clear around what information about a student can be shared and in what circumstances it is appropriate to do so.
- Staff should always seek advice from a senior member of staff if they are in doubt.
- There will be no email communication directly between staff and students. All email correspondence sent to the parent/responsible adult will include the Outreach Teacher manager and Medical Needs Officer in the Camden School Inclusion team.

### ***Propriety and Behaviour***

- Staff must follow The Camden council Code of Conduct.( See Appendix for Camden code of conduct)

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2 In some cases it will be important to stipulate, when arranging an appointment that, if one of the child’s parents has caused problems in the past, that parent should not be present during the visit.

- Staff should wear clothing that is appropriate to their role, which is not seen as offensive, revealing or sexually provocative.
- Staff should be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in a vulnerable situation.
- Staff should not administer medication – the parent/ carer should do this if necessary.
- Staff should only deliver tuition if another adult is also in the home.
- Personal mobile phones should not be used whilst teaching or in the presence of a pupil or their family members.

### ***Communication***

- Staff should not give out their personal phone number, home address or email address to students.
- Staff should not use the internet or web-based communications to send personal messages to a student.
- Staff should have no secret social contact with students or their parents.
- Staff should be aware of Health and Safety Regulations. ( See Appendix for Health and Safety Policy)

### ***Home tuition- Teaching in the home***

- Staff should record times of all home visits.
- Staff should ensure that any cause for concern is discussed with senior management and that safeguarding procedures are followed. ( See Appendix for Safeguarding procedures)
- Staff should never enter a house alone to tutor a child without the presence of parent/carers.
- Staff should ensure that when lone working they have their mobile switched on.
- Staff should work in open areas of the home where the doors are left open.
- Parents/carers must remain as a visible presence at home and be available for the duration of the tuition.
- Always keep discussions on a professional level.
- If at any point during tuition a staff member feels uncomfortable about any behaviour from the pupil or parent/carers they should end the session and leave the setting. The circumstances should be reported to a senior member of staff as soon as possible.

### ***Staff should:***

- Remain in the designated room of the home for the tuition session
- Ensure there is plenty of light
- Keep a clear focus on the work undertaken
- Staff should have clear planning for the work to be undertaken by the pupil.
- Always communicate any times where the pupil becomes upset or distressed including with their own parent/carers

- Always report any situation where a pupil becomes upset or distressed to a senior leader at the school.
- Other venues
- If it is thought necessary, tuition can take place in a nearby library or public building rather than the pupil's home. All of the above guidelines apply but in addition ensure the venue is suitable for tuition, there is a table and chairs available and the type of building does not in itself pose a risk to the child or the tutor.
- Arrangements for meeting and dismissing the child should be agreed with parent/carer before the tuition takes place. Transportation of an individual pupil should be avoided. However, the individual needs of the pupil should be taken into consideration. If deemed necessary it should take into account any relevant risk assessment and prevailing circumstances.

### **Health and Safety**

The very nature of one to one tuition lends itself to potential risks. Staff should take every reasonable step to eliminate potential risks to increase safety and confidence. Make sure you are aware and have a copy of the individual students risk assessment. This is particularly important where there are known risk around Domestic Violence, Drug and Alcohol use and offending behaviour. (See Appendix for Health and Safety Policy/Safeguarding policy.

### ***Staff should:***

- Ensure that their environment does not display any inappropriate images or documentation capable of being viewed by the student or parent/responsible adult when conducting a session.
- Treat students fairly and without prejudice or discrimination; students who have a disability or come from a minority ethnic or cultural group can easily become victims of discrimination and prejudice which may be harmful to the student's wellbeing.
- Always ensure language is appropriate and not offensive or discriminatory.
- Ensure any contact with the student is appropriate to their role as a tutor and confined to the relevant tutorial session.
- Not make any improper suggestions to a student.
- Not send unsolicited communications to the student or parent/responsible adult.
- Value and take students' contributions seriously.
- Report any dispute with a student or parent/responsible adult to Line Manager, in accordance with The Royal Free Children's Hospital school Safeguarding procedures document.
- Report any inappropriate behaviour or illegal activity identified within a tutorial session by the student or third party, in accordance with the procedures set out in The Royal Free Children's Hospital school Safeguarding procedures
- If no parent/responsible adult can be present for the duration of a tutorial session then the session will terminate/be cancelled.
- Personal Safety Guidelines for Lone Workers/Home Tutors ( See Appendix- Lone worker policy)
- Always have a mobile phone charged and available

- Do not give your address or home phone numbers to pupils and/or parents and do not contact them on your home phone as they can then access your personal number.
- Do not give your mobile phone to the young person to use for any reason
- Keep your personal items, purse/wallet, car keys, etc safe and secure
- Ensure the venue is suitable for tuition and that there is table and chairs available
- Ensure an appropriate adult is always present if tuition is in the home, or use a public building, e.g. library
- Ensure regular contact with Line Manager
- Keep a running record of each session – including brief notes of work covered, people present and any other appropriate information, e.g. issues with pupil and/or parent
- Compile your own risk assessment of each venue you use (See Appendix for recording incidents proforma)
- It is important that all persons using or working on behalf of Camden School Inclusion team are aware of this policy and have familiarised themselves with safeguarding procedures.(See Appendix for RFHCS Safeguarding policy 2018/ reporting a suspicion or disclosure)
- This policy should be read and understood before engaging in any activity arranged through of Camden School Inclusion team and The Royal Free Hospital Children’s school and the responsibilities and procedures therein adhered to.
- Contravention of the policy document could lead to suspension and/or disciplinary procedures being put in place.

### **Managing allegations**

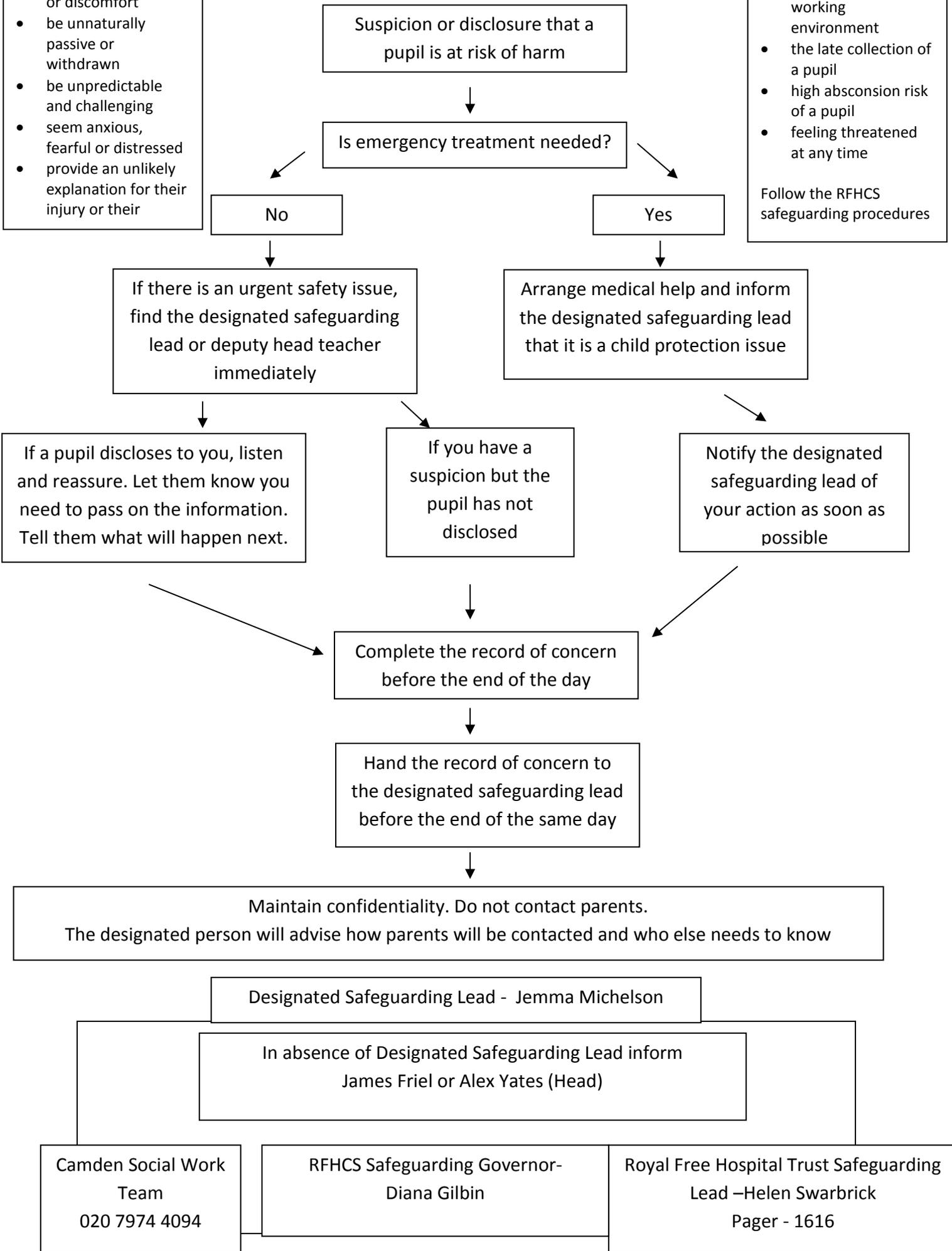
Outreach Teachers who visit pupils at home can be particularly vulnerable to allegations of physical or sexual abuse being made against them. The measures which are recommended above will also greatly assist in minimising the risks of allegations of abuse. Planning and organising the visit, obtaining all available information on a particular pupil and his/her family and home environment, ensuring that another responsible adult will be present at all times to avoid being alone with the pupils, are all sensible measures as part of a safe system of work. Teachers undertaking home visits should be aware of school or local authority guidance on child protection in the context of home visits and on discipline, behaviour and restraint

If incidents do occur, Outreach Teachers should record all details as soon as possible after the incident, before precise recollections of events fade. A contemporaneous account of an incident can greatly assist if a complaint or allegation is made by a pupil or parent subsequently and may provide valuable evidence. Teachers should be aware of school or local authority procedures for dealing with allegations of abuse and ensure that incidents are reported speedily according to the procedures. ( See Appendix for recording incidents proforma)

## Reporting a suspicion or disclosure

- A pupil may:
- have a bruise, burn or injury that seems suspicious
  - show signs of pain or discomfort
  - be unnaturally passive or withdrawn
  - be unpredictable and challenging
  - seem anxious, fearful or distressed
  - provide an unlikely explanation for their injury or their

- Outreach Teaching Service**
- If you have any concerns around:
- feeling unsafe in the working environment
  - the late collection of a pupil
  - high absconsion risk of a pupil
  - feeling threatened at any time
- Follow the RFHCS safeguarding procedures



## **ROYAL FREE HOSPITAL CHILDREN'S SCHOOL**

### **Designated Safeguarding Lead:**

**Name:** Jemma Michelson                      Contact details: 0207 472 6298. RFH: x33553

### **Deputy Designated Safeguarding Lead:**

**Name:** James Friel                              Contact details: 0207 472 6298. RFH: x33553

### **Designated LAC Teacher:**

**Name:** Siobhan Auberge                              Contact details: 0207 472 6298. RFH:  
x33553

### **Nominated Governor for Child Protection:**

**Name:** Diana Gilbin                              Contact details: **020 7794 0500**

**Location of Child Protection information and policy documents:** School Office

**Location of Child Protection related information:** School Office - Admin filing cabinets -  
locked

## **LONDON BOROUGH OF CAMDEN**

### **Child Protection Lead officer and Local Authority Designated Officer (LADO):**

**Name:** Kurt Ferdinand                              **Tel: 020 7974 4556**

### **Safeguarding Lead Officers:**

**Name:** Michelle O'Regan (Head of Service – Children in Need)                              **Tel: 020 7974  
1905**

**Name:** Tracey Murphy (Service manager)                              **Tel: 020 7974 4103**

**Name:** Patricia Williams (Service manager)                              **Tel: 020 7974 1558**

### **Children's Contact Service/MASH team:**

Manager: Jade Green/David Jaggs                              **Tel: 020 7974 1553/3317**

### **Online safety contact officer:**

Name: Jenni Spencer                              **Tel: 020 7974 2866**

### **Prevent Education Officer**

Name: Jane Murphy                              **Tel: 020 7974 1008**

## **References and Useful Resources**

Farrell, P T., K Harris. 2003. *The Education of Children with Medical Needs: A Map of Best Practice*. 2003. DfES. 156.

<http://www.education.gov.uk/aboutdfe/statutory/g00219676/health-needs-education>

The Department for Education statutory guidance: '*Ensuring a Good Education for Children who cannot attend School because of Health Needs*' (June 2013).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf)

The document *Supporting Pupils at School with Medical Conditions* (DfE, 2015) provides statutory guidance on the role of schools and local authorities in managing the needs of children with health needs. It also includes a range of templates to support in this process.

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/health/b0013771/managing-medicines-in-schools>

The document *Managing medicines in schools and early-years settings* (DfES/DoH, 2005) provides advice for schools and their employers to help in the practice and the development of policies regarding the management of medicines in schools.

<http://medicalconditionsatschool.org.uk>

This website offers information to help schools and school healthcare professionals support all pupils with medical conditions

<https://www.learningtrust.co.uk/TPG/happyhealthyandreadytolearn/Documents/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.pdf>

'*The Children & Young People's Services Resource guide for professionals*' details the diverse range of services for children and families with support needs, as well as their contact details, referral pathways and thresholds.

<https://www.learningtrust.co.uk/schools/schoolsinfo/Documents/Elective%20Home%20Education%20Policy.pdf>

This is the Department for Education Policy for *School Attendance* (DfE, November 2016)