

Hertfordshire Graduated Approach to SEND – Summary - ESMA

UNIVERSAL ESMA - LEARNER PROFILE	UNIVERSAL - SCHOOL	UNIVERSAL - ESMA
<ul style="list-style-type: none"> • Minimal impact on attendance but CYP may be missing school due to medical treatment or appointments. • Struggling with school timetable expectations due to health needs. 	<ul style="list-style-type: none"> • Individual Healthcare Plan • Quality First Teaching • Awareness of impact of medical condition. • Reasonable adjustments in line with health advice • Awareness of impact of environment • Some differentiation of activities/resources • Inclusive ethos to support learning and wellbeing • Pastoral interventions • PSHE programmes • Opportunities for social interaction 	<ul style="list-style-type: none"> • Signposting to support agencies such as School Health; health support organisations eg Diabetes Support; medical conditions at school • Statutory Guidance see Herts Local Offer for County and National Documents
UNIVERSAL PLUS ESMA - LEARNER PROFILE	UNIVERSAL PLUS- SCHOOL	UNIVERSAL PLUS - ESMA
<ul style="list-style-type: none"> • The CYP has identified health needs and may be receiving medical support which is impacting on attendance. • They may be receiving support from health services e.g. GP • May exhibit low level anxiety in social situations 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Information about CYP shared with relevant staff. ○ Individual targets agreed and monitored by school. ○ Flexible use of additional support from school resources and tailored to meet identified needs e.g. TA ○ Support for specific areas of difficulty e.g. Assembly; Drama; PE etc. ○ Oversight when moving between classrooms. ○ In-school support e.g. Counsellor; Mentor. ○ Home school communication. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Signposting to support agencies such as Well-being Team; School Health; Families First; specialist nurses eg Diabetic team ○ Signposting to Early Intervention eg Wellbeing Team; YC 'Support You' Programme ○ Signposting to information/resources on Healthy Young Minds in Herts ○ Advice from County Lead Practitioner regarding Individual Healthcare Plans
TARGETED ESMA - LEARNER PROFILE	TARGETED - SCHOOL	TARGETED - ESMA
<ul style="list-style-type: none"> • The CYP has a specific medical need impacting on ability to access the curriculum. • Frequent medical appointments/physical conditions which vary from day to day. • May struggle with self-regulation; social isolation; anxiety, low self-esteem. • May be receiving therapeutic support for emotional/mental health difficulties. • The emotional/physical needs may co-exist with other secondary needs. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Awareness of physical and emotional aspects of additional need and focused work to support management of these needs. ○ Individual Healthcare Plan in place ○ Risk assessments of 'tricky' situations to inform adaptations. ○ Provide support from TA/Key Worker/Mentor for support and delivery of interventions. ○ Development of peer awareness. ○ Access to a quiet area for 'chill-out' at times of fatigue/stress/increased emotional arousal. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ School may consult the Specialist Advice & Support Service (ESMA) regarding issues relating to Health & impact on attendance.

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TARGETED PLUS ESMA - LEARNER PROFILE	TARGETED PLUS -SCHOOL	TARGETED PLUS - ESMA
<ul style="list-style-type: none"> • The CYP has a specific medical condition impacting on ability to access the school plan due to on-going health appointments & treatment. • They may experience significant & persistent difficulties due to a high level of anxiety & may have emerging mental health difficulties • May exhibit self-harming behaviours; increased levels of fear/irrational phobias; risk taking behaviours or have extremely high expectations of themselves leading to an inability to attempt tasks. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Regular multi-agency assessment meetings and/or reviews of strategies & progress. ○ Identified lead provides support to staff & access to CPD. ○ Liaison with health professionals eg Oncology team; Paediatrician; Diabetic Nurse.. ○ Regular classwork provided to CYP to complete at home and marked by school. ○ May need to consider access to alternative teaching venues/programmes at KS4 e.g. supervised work placements. ○ Increased therapeutic intervention & non-educational input e.g. YC, TYS. ○ Signpost families to voluntary & statutory services e.g. Mind Ed has free online training tool & targeted resources (www.minded.org.uk); Anxiety UK (https://www.anxietyuk.org.uk) 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Direct involvement from support services e.g. ESMA teachers allocated to deliver advice; reintegration programmes and teaching for complex health needs. ○ Specialist Advisory Teacher (ESMA) works together with the child, parents and staff to identify priorities for the child’s individual programme of work. ○ Sign post families and schools to a range of voluntary and statutory services e.g. www.familiesinfofocus.co.uk/big-news; www.kids.org.uk/hub ○ ESMA tailored advice to enable school to take effective action through identified time limited interventions.
SPECIALIST ESMA - LEARNER PROFILE	SPECIALIST - SCHOOL	SPECIALIST - ESMA
<ul style="list-style-type: none"> • The CYP has a medical condition which has prevented school attendance due to on-going health appointments & treatment impact • Medical condition may be life limiting • They experience significant & persistent difficulties due to an extremely high level of health needs & may have mental health diagnosis. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Detailed pupil profile with identified interventions and outcome targets. ○ Regular multi-agency meetings e.g. CETR ○ Access to alternative learning mechanisms e.g. online learning platforms, classroom work sent home. ○ Management of specialist equipment as identified by Health. ○ School accessing support/advice from SEND SAS Specialist Advisory Teacher in reviewing the CYP’s plan against targets to tailor support. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Direct involvement from support services e.g. ESMA, In-patient teachers; Home Treatment Team; Hospital teachers allocated to deliver teaching/support for complex mental and physical health needs. ○ ESMA, school and health working together with the child and parents to identify priorities for the child’s individual programme of work.