

## Hertfordshire County Council – Summary of Graduated Approach ESMA

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

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