



'Believe, Achieve, Succeed'

THE TRIPLE CROWN CENTRE

The Triple Crown Centre and Secondary Schools Service Agreement

This Service Agreement is between:

_____ School/Academy,

and The Triple Crown Centre

Student Name: _____ Date of birth: _____

The support and provision of education for students with significant health needs, who are temporarily unable to attend their home school, requires a concerted partnership approach, with each partner agreeing to certain roles and responsibilities. This partnership should ensure that the needs of the child are paramount.

Once the signed referral form, completed by the student's home school, has been received, (TripleC@triple-crown.solihull.sch.uk) support for the student can commence subject to appropriate medical evidence being in place and according to the agreed arrangements for the student's registration.

Admissions criteria:

In order to access and sustain medical alternative education provision under section 19 of the Education Act 1996, the following admissions criteria apply:

- The student is a Solihull resident with a Solihull home postcode;
- Referrals are usually completed by the student's school. Referrals are also welcomed and accepted from education professionals and from clinicians involved with the child;
- Students will have **significant** medical needs that, temporarily, cannot be supported by their usual school. This includes complex, severe or persistent mental health needs, supported by multi-disciplinary teams providing a range of therapeutic interventions;
- Referrals must have appropriate supporting medical evidence from e.g., a Senior Clinical Psychologist, Consultant Psychiatrist, Associate Specialist Psychiatrist, Community Paediatrician or Hospital Consultant;
- Medical evidence from a GP will only be considered in exceptional circumstances e.g., where there would be a considerable delay caused by waiting times to obtain specific medical evidence from a consultant. In such cases, the GP would need to include full details of specialist referrals made to appropriate senior clinicians;
- The medical evidence is clearly based on a recent clinical appointment with the child present;
- The school is able to demonstrate in the referral that they have implemented and evaluated a range of interventions and reasonable adjustments;
- The school has fully discussed the referral with parent or carer and they are aware that this provision is a short term intervention, not a long term placement. The inclusion of parental details and their accompanying signature indicates that the home school has discussed the referral and its implications with the parent who has provided written consent to the referral being made and to the Panel to sharing referral information appropriately in order to secure provision;

- Students, supported by their family, continue to access and engage with the appropriate clinical treatment to aid the management of their condition or recovery whilst receiving education through the medical pathway;
- Priority will be given to Looked after Children who meet the above admissions criteria.

The Triple Crown Centre agrees to:

1. Ensure that all staff adhere closely to safeguarding duties, following the advice given by the Designated Safeguarding Lead (DSL) at all times whilst sharing all safeguarding concerns with the home school DSL
2. Offer short term intervention and work in collaboration with the home school to ensure that the continuity of education enables the student to return to their home school as quickly as possible
3. Identify the most appropriate learning pathway for each student referred to them:
Pathway 1: Integrated Pathway (face to face lessons in school)
Pathway 2: Remote Learning Pathway (learning online from home via live lessons and assignments)
Pathway 3: Hybrid Pathway (a combination of approaches)
An appropriate pathway will be determined by The Triple Crown Centre depending on the health needs of the student but this may change as the placement progresses
4. Make personalised provision for individual students that meet the threshold for support, ensuring continuity of education;
5. To record and report on progress to parents/carers and the home school and meet with parents/carers at key transition points where concerns have been raised
6. Monitor and evaluate the effectiveness of provision for individual students and support the school in the development of an appropriate and sustainable reintegration plan;
7. Support and advise schools on the impact of a student's health conditions and their ability to access education - or signpost to appropriate clinicians as needed;
8. Contribute to Education, Health and Care plan assessments according to the current SEN Code of Practice;
9. Undertake half termly reviews with parents/ carers, home schools and the student to determine the correct timescales for transition to their home school and the next steps needed
10. Seek the advice and recommendation of a medical professional prior to a student returning to their home schools so that an informed decision can be made in the best interests of the child

Schools retain responsibility for students whilst being educated at The Triple Crown Centre as detailed below. On inspection, Ofsted will always check that appropriate responsibility for children being educated off-site is being taken by leaders at the home school.

Schools remain responsible for the following:

- Student welfare: safeguarding, child protection and ensuring parents and students are aware of the arrangements
- Student outcomes – the home school must ensure the provision meets the child’s educational and personal needs
- Ensuring that they provide a named lead contact for all communications and are represented at all review meetings so as to contribute to the transition timeline of their student
- Clarifying the nature of the intervention needed, it’s targets and the anticipated timeline to achieve these objectives
- Providing a support package for the student to assist their re-integration process
- Working collaboratively with The Triple Crown Centre to ensure the curriculum meets the school and student’s needs

It is expected that Schools and their Governors/Trustees will:

1. Maintain the student on the school’s roll. Removal from roll in these circumstances is unlawful.
2. Ensure regular reviews take place to discuss suitability of educational arrangements and progress being made. School staff will take minutes and distribute to all professionals
3. Ensure that there is a named person (usually the SENCo) for students with health needs who will liaise with the provision and attend regular review meetings;
4. Work with staff to plan and implement Individual Learning Plans for students with significant health needs who may also have special educational needs and/or disabilities;
5. Collaborate with The Triple Crown Centre to ensure that the student receives a curriculum offer that will assist a seamless transition back to school;
6. Arrange and fund transport, where necessary, to The Triple Crown Centre for students temporarily not able to attend their home school (unless the student is eligible for transport provided by the Local Authority);
7. Maintain close contact with parents and carers, supporting and helping them to understand their role in assisting students to return to a mainstream education;
8. Administer the exam process for students who need to sit their GCSE exams at The Triple Crown Centre if their medical needs require. This may involve providing an invigilator at an alternative venue, such as home or hospital.
9. Ensure that general school information for students, parents/carers is sent home to all students even if the student is not attending school. This is to include the student in the life of the school as far as possible.
10. Make effective and appropriate arrangements to meet the needs of children and young people with additional educational needs due to medical or mental health difficulties in line with the DfE statutory guidance ‘Supporting students at school with medical conditions’, 2014.

The Triple Crown Centre and Secondary Schools Service Agreement

The Triple Crown Centre agrees to the terms and conditions of educational support as outlined in this service level agreement:

Signed:

Role:

[School]

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

School name: _____

Signed: _____
(Headteacher / Principal)

Print Name: _____ Date: _____