Tuition And Medical Needs Education Team (TAMNET)

A guide for schools, professional agencies, parents/carers and children

North Lincolnshire Council

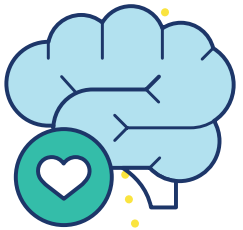
Who are we?

The Tuition and Medical Needs Education Team (TAMNET) is an education service within North Lincolnshire, located in central Scunthorpe. We support children to continue to develop their skills when they are unable to access mainstream or an alternative provision due to medical needs, whether these be associated with physical or mental health. The team was developed to support vulnerable children across all key stages.

Our aim is to meet the needs of each individual child through the development of a personalised bespoke offer, drawing on the skill set of our multi-professional team.

A nurturing, relational approach is taken to our work, with the whole team using positive communicative strategies to engage, support and move forward the individuals we work with.

Children who are allocated a place at TAMNET will be initially taught either in the home, hospital or in a small classroom known as the Tuition Centre. The Tuition Centre is a classroom environment and class work will be completed just as in a mainstream room. A maximum of 10 children will be taught in the classroom at any one time. The aim will be to establish strong work habits, along with essential life skills and personal wellbeing support, that support the child in moving back into mainstream classrooms at their host school, a post 16 provision if the child is in year 11, or in another school through a managed move process.



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What can you expect from us?

Environment

Our base will offer a safe and welcoming place where children and adults model calm and consistent behaviours within an educational setting. A consistent approach is the hallmark of our practice.

We will set up clear routines and expectations. Children will clearly understand what the routines are and will be expected to follow them accordingly. We will encourage them to be self reflective. In addition to our classroom setting at the centre, we also have a kitchen where we can do cookery sessions and a wellbeing room where children can receive support in both a pastoral and therapeutic way dependent on needs.

Assessment

Children will be taught specifically according to their year group and level of development. Teaching will not be restricted to the national curriculum but will also include support for the child to move forward in their social and emotional learning. Children will be aware of what they need to do to make progress. In addition; host schools will be responsible for tracking the child's progress and sharing this information appropriately.

We also take a structured, dynamic, and trauma-sensitive approach to supporting children's social and emotional wellbeing using Thrive & ARC to support our planning. Children are assessed using this approach too.

Behaviour

We have high expectations of behaviour for learning and will teach these skills. Clear, scripted interventions will be used where appropriate.

Should a child become dysregulated or become a danger to themselves, others, or property, the staff will use a range of Team-Teach and Thrive strategies in order to de-escalate the situation, in line with our relational policy. We will undertake restorative practice following incidents wherever possible. Restraints are only used as a last resort, and we have highly trained and competent staff who will look to use positive techniques for support.

We will use a positive approach to behaviour. Good conduct will be explicitly recognised, verbally highlighted, and praised. We will expect the children to always do their best. We have a variety of rewards and achievements to encourage them with this.

We understand that all behaviour is communication. Children will learn to communicate in an appropriate manner, showing respect for others and for property. Adults will model this at every opportunity.

Key priorities will be to reduce anxieties, improve self-confidence and self-worth, and increase resilience.

Curriculum

Children will have the opportunity to study Maths and English for their age, or appropriate to their developmental age. We understand that anxieties and difficulties are often a result of children struggling with their learning. We are careful in our planning and make sure children succeed frequently in order to boost their self-confidence. We have high expectations and will encourage them to challenge themselves appropriately. We aim to overcome barriers to learning in order to re-engage them back into their provision.

Children will also have sessions such as cookery, art/craft, physical exercise, etc., to complement their learning.

Personalised, confidential support

Each session is bespoke, tailored to the unique needs of each child. Sessions focus on:

- Building positive, trusting relationships
- Managing challenging emotions
- Developing self-regulation skills
- Providing strategies that support both acceptance and change

All sessions are confidential, though safeguarding our children remains our highest priority. All staff have received training in emotional coaching and will use these strategies to support wellbeing.

Wellbeing

We provide specialist emotional and social support delivered by our dedicated Wellbeing Specialist, who uses a wide range of therapeutic approaches, including CBT, Mindfulness, talking therapies, psychodynamic and humanistic approaches. We aim to help children maintain and improve their mental health and overall wellbeing.

Our two-pronged approach

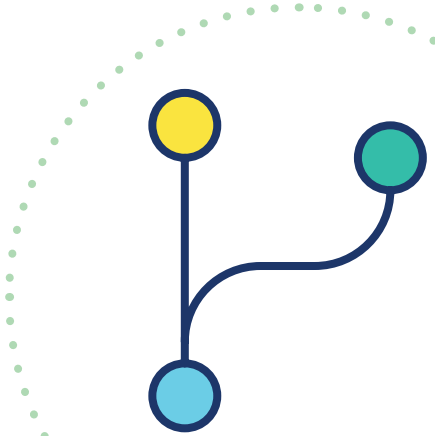
We offer two complementary approaches to wellbeing support:

Systemic approach

Exploring systems around our children and finding ways to support the barriers to learning, through multi-agency meetings. We create bespoke, solution focussed plans, using thrive profiling, ARC, the attend framework and one-page profiling. These systems help to track progress and plan transitions into full time suitable education, with SEMH and wellbeing needs at the heart of it all. In addition, we work closely with our families, which includes hosting a coffee and cake event every half term and Family Thrive support meetings.

Person-centred approach

Looking at ways in which a child can develop skills and strategies to overcome the challenges and barriers to learning, support mental health and wellbeing needs, through 1:1 personalised sessions.



When and how to request support

When a child has a verifiable medical or SEMH need which leads to **an absence of 15 school days** (does not have to be consecutive). Examples includes:

- **Extended absence due to post-operative recovery or acute illness**
- **Frequent periods of short absences due to an ongoing medical condition**
- **A child attending less than 10 hours per week**

Verification: Absence due to mental health needs, if the child is not under a consultant, please ensure details are provided from CAMHS or EP.

How to request support

To request support, please submit a referral form. You can obtain this form by contacting Felicity Doughty via email at **felicity.doughty@northlincs.gov.uk** or by phone at **07554 115 260.**

Please note: All referral requests must be discussed and agreed with the child's school prior to submission. There is a charge for this service for which the school will be liable.

The referral form requires details of medical contacts to be provided. This should be a consultant, but EP and CAMHS advice can be sought for advice/authorisation when necessary. GP's are not usually able to authorise extended absences. Please provide any medical letters you already have.

When a child is awaiting treatment/surgery, medical authorisation can be sought in advance; to allow tuition to commence as soon as possible.

In some circumstances, placements may be allocated through the Fair Access and Inclusion Panel.

Pre-placement

All referral paperwork will need to be sent to Felicity Doughty at **tuition.medicalneeds@northlincs.gov.uk**, before the placement begins. Felicity can be contacted for further information at **felicity.doughty@northlincs.gov.uk** or **07554 115 260**.

Transport will need to be arranged between school, staff and parents. **The session times are 8.45-11.45am and 12.30-3.30pm**.

A visit to the child's home by the Outreach Lead or a visit to the classroom (if the child is going to be attending the classroom) will need to take place before the placement can begin. During this visit information including routines and relevant paperwork will be completed. The lead worker will meet the child and answer any questions. School will be expected to attend this visit.

If an Early Help does not exist paperwork must be underway by the host school as soon as possible. (Unless in another arena in which meetings are held) A keyworker from TAMNET will attend these meetings.

Placement information and transitions

All placements at the Tuition team are temporary as this is an education service, rather than an alternative provision. The ultimate aim is to transition the child back into a school environment. All moves back to the host school or a managed move to an alternative provision will be discussed during the placement with all parties involved. Parents will be involved in this process and kept informed as the placement progresses.

We will prepare both children and staff for an effective and successful transition. Meetings will take place with parents and other agencies to discuss the child's needs and the educational options available.
We welcome the child's host school staff to visit, with prior arrangement, whilst they are attending our classroom.

Throughout the placement weekly tuition records of progress will be available for the host school. If required, short reports can be provided for other agencies.

Regular contact will be made with the host school and parents/carers to, exchange information and to keep all parties well informed and to celebrate successes. A register will be kept at TAMNET and shared with host schools as required. Any absences will be reported to the host school on the day of the absence.

At times a home visit may be required. Parents will be encouraged to develop trusting and positive relationships with TAMNET staff.

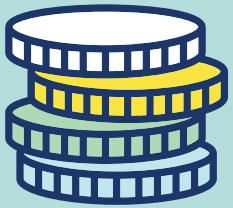
TAMNET will endeavour to release staff in order to attend any meetings related to the child. All copies of reports and minutes of meetings related to the child (within the bounds of correct information Governance principles) should be released or sent to TAMNET staff in order that a full picture of the child's history and context can be established for planning reasons. It is essential that any medical history relevant to the safety of the child be disclosed to TAMNET.

When the child returns to their host school, staff will be supported by TAMNET; time will be spent giving advice around best practice for the child. Host school staff will work with TAMNET in order to gain more skills on how to support them following the placement. Visits and discussions between schools will be essential for a smooth transition.

Costs

Costs vary depending on the type of provision. This includes classroom sessions with small groups of children at the Tuition Centre, and one-to-one sessions delivered at home, virtually, in school, or as SEMH and wellbeing support. Each session lasts three hours, either 08:45–11:45 or 12:30–15:30. All charges are reviewed and approved annually by Schools Forum.

For more information, please contact: Felicity Doughty at tuition.medicalneeds@northlincs.gov.uk



Our support offer includes:

Small group provision: Our dedicated classroom is open every day during term time. Sessions run from 08:45-11:45 and 12:30-15:30. Children may attend for a maximum of 15 hours per week.

One to one tuition: Children can have either home, virtual or in-school tuition. These sessions will last 1 hour each and can take place daily, if required. There will be a minimum of 3 home tuitions per week unless there is a medical reason that the child can't access this or other education is in place.

Hospital tuition: These can be done daily at Scunthorpe Hospital.

Wellbeing support: We aim to help children maintain and improve their mental health and overall wellbeing. Our support techniques include systemic support, bespoke 1:1 person-centred sessions, the use of the ARC framework, and Thrive, an SEMH assessment tool.

Pastoral support: The heart of TAMNET, all our staff are trained and experienced at working alongside our children in a pastoral way, to ensure we are building positive and trusting relationships.

Thrive: We use Thrive as a way to create bespoke action plans and monitor SEMH needs through an online assessment tool. Our qualified staff can talk to you more about thrive in our setting. Alongside Thrive, we have an ARC champion within our team. ARC is a framework that supports children through a trauma informed approach. The ARC framework consists of building blocks to support with attachment, regulation and competency when working alongside children. We have regular staff team updates to upskill all staff with ARC.

Mindfulness: Supporting an awareness of our thoughts and feelings in the present time. During these sessions, we learn to pay attention, look at gratitude and create a 'growth mindset'. We also use meditation, body scans, breathing techniques and some basic yoga postures.

Brain science: We learn about the triune brain, the fight, flight, and freeze response and how to stop, think, choose and change our responses. We look at what skills and strategies are helpful, which are personalised to the individual and explore the adult role, alongside our children.

Life coaching:
A transitional block of work, that helps with the next steps after TAMNET. We explore strengths, hobbies and interests, and how we can set and achieve goals. For our key-stage 4 students, we have good links to the local colleges and can support with careers advice, applications and transitions to post 16 education.

ACE's (adverse childhood experiences):
Exploring past experiences and a childs journey can be challenging. They may have witnessed or experienced something difficult, that has impacted on school life, socialising and relationships. We have a variety of methods to support this. If the child is experiencing high levels of distress, that presents as trauma, we can signpost to a specialist in this area.

Bereavement: Loss can be very difficult for children and, presenting in many forms. It could be a close family member, a friend, or a pet passing away. In addition, we can feel a sense of loss when experiencing other life situations such as parents separating, moving schools, or falling out with friends. If a child is experiencing extreme challenges to a bereavement we can signpost families to a specialist therapist in this field.

Emotional coaching: Exploring thoughts and feelings in a given situation, we use a variety of methods to delve into our 'emotional landscape'. This helps to label these thoughts and feelings and develop strategies to manage challenging emotions, such as sadness and anger. We explore our 'circle of control' and will link this to our mindfulness skills.

Neurodiversity: The term 'neurodiverse' is now widely used to cover a broader spectrum of the way in which a person thinks and processes. Children may struggle with socialising, organisation, and school demands. We have had a range of training and experience at TAMNET to support this and can refer on to CAMHS or ASET if needed.

Role of the school

The child remains on roll at their school, and the school maintains responsibility for their learning, assessment and progress. In order for the child not to be disadvantaged by their health needs; it is essential that the school provides:

- Relevant curriculum materials with instruction and timescales
- Necessary resources e.g. textbooks, exercise books, planner
- Safeguarding resources - the materials used with the peer group
- Access to opportunities offered to peers e.g. careers guidance, transition support, visits and trips
- Opportunities for assessment and feedback on progress in line with school reporting intervals
- Marked work, returned with comments for improvement/grades
- Opportunities for the child to feel included in school life and to maintain contact with peers
- Six-weekly review meetings

Role of the child

In most cases, you will follow the core lessons you would have been having in school, with any adjustments to help you.

We will help you to understand and organise your work, and we will keep in regular contact with school. Our aim is to ensure that you are able to maintain good progress during your time away from full-time education.

We will discuss a study plan, and plan for your return to school. You are expected to complete work in between tuitions.

Stationery will be provided.

We expect you to be sensibly dressed.

Phones: we do not allow mobile phones in the classroom. On arrival, students are expected to hand in their phones (as well as vapes/cigarettes) to the classroom staff. These will be locked away safely until the classroom session finishes.

Role of the parent/carer

Please support your child by helping them with the organisation of their independent study, and by helping them to communicate any concerns or worries they have. Working on mental health and wellbeing can be very difficult for our children. It can lead to some 'light bulb' moments and this can increase emotional and physical distress. During this period, you may feel like you need some additional support to help be alongside your child. We are here to support this, please do not hesitate to reach out. It gets better over time.

Home tuitions can only take place if there is a responsible adult on-site. The address must be within North Lincolnshire; and there will need to be a suitable place to work. We ask that children are appropriately dressed.

Reporting absences: Please telephone the classroom if your child will be absent from a session.

All absences must also be reported to school. Copies of appointment letters will need to be shown to authorise absences. You will need to keep us up to date with contact details for medical professionals involved with your child.

Get in touch

For general enquiries, please phone
Felicity Doughty on 07554 115 260
Or email: tuition.medicalneeds@northlincs.gov.uk

To report absences, please phone the classroom on 07976 267 633

For SEMH, Wellbeing and Pastoral information please phone: Emma Blacklock 07917 514 710

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