

Education Support for Medical Absence - ESMA

Connected – Included – Supported



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ESMA is a teaching service for students unable to attend school for medical reasons

- It delivers high quality teaching in the core subjects
- It complements the school's support plan
- It provides reintegration support to schools



Our Mission Statement

Students feel connected with their peers, included in their school and supported in their learning

ESMA: OUTCOME BEES

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ESMA

Education Support for Medical Absence

Provides high quality teaching provision in the core subjects (English, Maths, Science) for children and young people who find themselves unable to attend school for medical reasons. Schools continue to offer access to the full curriculum. ESMA's purpose is to reintegrate the pupil as soon as possible in line with health advice.

The Educational Support for Medical Absence (ESMA) is an educational teaching service, which sits within Access and Inclusion, part of the Integrated Services for Learning (ISL) portfolio within Children's Services. ISL is a multi-disciplinary service comprising of SEND Specialist Advice and Support services, Access & Inclusion Services, Educational Psychologists and SEND statutory services. The ESMA teaching service is not a medical or therapeutic advisory service. Staff do have awareness of a range of conditions, enabling reasonable adjustments to be made to teaching methods as required.

We are a core team of 10 qualified, experienced and subject specialist teachers, supported by a wider team of teachers, teaching assistants and online teaching providers. The service works with schools and families to ensure pupil's educational aspirations continue to be nurtured during school absence. We understand the value and benefit of working collaboratively with schools and families, ensuring the student remains connected, included and supported.

Students feel connected with their peers, included in their school, and supported in their learning



Schools require supporting medical advice from the health professional working with the child, to make a referral to ESMA. The medical evidence ensures the support plan is mindful of the impact of the health condition on the pupil's ability to attend school.



Our Graduated Approach

We offer five types of support – depending on medical evidence and the needs of the pupil

1. Universal – School Support.

2. Universal Plus – School Support plus ESMA guidance on identifying and implementing reasonable adjustments in place for reintegration.

3. Targeted – There are various blended online learning options:

- i) Telepresence AV1 Robot (25 hours) reconnects primary or secondary school age pupils, full time, with their school and their peers.
- ii) Real time online teaching (18.5 hours weekly for Y5-Y11 via Acorn Digital Learning) in the core subjects (English, Maths & Science).
- iii) Small virtual classes providing interaction with peers and teachers, building confidence in a safe and secured environment where learning and progress is continually monitored.

4. Targeted Plus – Group learning either in a classroom setting or online with an ESMA Teacher in the core subjects (English, Math & Science). Allocation of hours is dependent on health needs of pupil.

5. Specialist – 1:1 tuition by an ESMA Teacher in the core subjects (English, Maths, Science) either in

- i) a classroom
- ii) neutral setting or
- iii) Online.

Location and allocation of hours are dependent on the health needs of the pupil.

ESMA provides a curriculum which focuses on the core subjects of English, Science and Maths up to GCSE level.

ESMA complements the education provided by schools. The holistic support plan is designed and reviewed collaboratively with the pupil, families, schools and health professionals enabling the child to feel connected, included and supported.

Schools' Checklist for Referrals

- Referrals are made via the Hertfordshire Service Request form to the relevant ISL geographical area. [Click here for form.](#)
- If a pupil is attending school on a reduced timetable, the school should submit the agreed reintegration plan (HCC guidance on reduced timetables is available [here](#), or [in the Hertfordshire Grid for Learning](#)).
- Schools need to provide details of the support plan currently in place for the young person (Assess, Plan, Do, Review cycle).
- During the first 15 working days of a pupil's absence, the responsibility to provide and mark schoolwork remains with the school.
- During the period of support from ESMA, the school should continue to provide access to the full curriculum (Art, History, etc.), according to the health needs of the pupil.
- For pupils who have long term or recurrent illness, the school must provide the current treatment plan and the named medical contact.
- Referral must have signed parental consent and supporting current medical evidence from a health professional working with the young person.
- For pupils receiving additional funding (through either an EHCP or Local High Needs Funding and/or Pupil Premium Grant) the school should state in the reintegration plan how this funding is being used.
- To enable ESMA support to continue, schools are required to send termly medical updates.

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CONTACTS

For pre-referral advice and guidance please call the ESMA advice line on **01442 454802** (school hours, term time only), alternatively email esmaenquiries@hertfordshire.gov.uk

All Hertfordshire Service Request forms should be emailed to your relevant area inbox directly on:-

EAST HERTS, BROXBOURNE,
WELWYN & HATFIELD
ehbrox.islteam@hertfordshire.gov.uk

NORTH HERTS & STEVENAGE
nhstev.islteam@hertfordshire.gov.uk

ST ALBANS & DACORUM
stadac.islteam@hertfordshire.gov.uk

WATFORD, THREE RIVERS &
HERTSMERE
wat3riv.islteam@hertfordshire.gov.uk

Keeping you Connected

ESMA supports pupils to return to school, bringing together the child, their family and their school community, so they feel connected and remain included.

“Thank you so much for supporting me. I think if it wasn’t for you, I wouldn’t be in school. You have helped me so much emotionally and physically.”

Pupil Year 9

“You can feel out-of-sight and out-of-mind when not in school. Could a member of staff email or ring to see how we are? If we are unwell for a long time could they visit? Could pupils in our tutor group email or write to us?”

Pupil Year 9

“Please keep sending me school newsletters when I’m not in school and keep in touch. I appreciate it.”

Pupil Year 10

“Don’t expect it to go perfectly or compare me to other pupils. It takes time to reintegrate and can go backwards.”

Pupil Year 11

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“Just because I look okay please remember I may not be feeling well.”

Pupil Year 11