

<b>Policy Name: SEND Annual Information Report</b>	
Last updated:	January 2020
Date of next review:	January 2021
Member of staff responsible for the policy:	Elaine O'Shaughnessy
Dissemination of the policy:	Management Committee, staff, website

### **GHES Staff with SEND Responsibilities:**

Team Manager Outpatient: Elaine O'Shaughnessy, BSc, PGCE, National SENDCo Award.

Team Manager Inpatient (GRH Schoolroom): Carmel Herrick, B.Ed

SENDCo: Sarah Evans, BA, PGCE, National SENDCO Award (on maternity leave).

Acting SENDCo: Jo Johnson, BSc, PGCE, National SENDCo Award.

## **1. Identifying children and young people with SEND**

Pupils referred to Gloucestershire Hospital Education Service (GHES) are dual registered with, and remain, the responsibility of their mainstream or special school.

GHES maintains its own register of pupils with SEND. Some pupils are on the GHES SEND register because they come to GHES with pre-identified SEND whilst other pupils' SEND is identified through the GHES assessment and monitoring process. All such information is shared with the pupil, the parents/carers and the registered school.

Identification of individual pupils' additional learning needs is a continuous process. Teachers and support workers can report concerns about pupil progress to the subject lead or the SENDCo at any point within the academic year, so that a cycle of review can be established. There are scheduled reviews of progress data; 3 times a year to identify pupils who are not achieving their target levels of progress.

If our progress monitoring process raises concerns not previously identified by the registered school, but which indicate that further assessment or investigation is appropriate, or that a young person needs specific support, we liaise with schools and other partner organisations (parents/carers, pupils, medical professionals, SEND officers, social care) to set this process in motion.

We liaise closely with our pupils' registered schools and support our SEND pupils with the assessment and review process and the Graduated Pathway. All pupils with individualised plans (My Plan, My Plan+ or EHCP\_) will take account of individual needs and circumstances and enable us to set, agree and regularly review appropriate targets and levels of support to maximise achievement.



## **2. Consulting and involving parents and pupils**

For all new Outpatient pupils, managers arrange initial planning visits with parents/carers and the pupil. Pupil Profiles are created for all new SEND pupils to identify preferred learning styles and teaching strategies and to capture pupil and parent voice. This supports both pupils' preferred learning styles and teachers' understanding of their needs.

Outpatient pupil reports are issued 3 times in the academic year, or at the point of transition for pupils who are reintegrating to school mid-year. These reports offer parents/carers and pupils regular feedback in relation to their learning, progress and special educational needs.

Inpatient pupils in the GRH Schoolroom receive reports on discharge if they are long-term admissions; for those with recurrent admissions, the reports are written 3 times in the academic year.

All reintegration plans involve detailed meetings/discussions with schools, parents/carers and other agencies, such as medical professionals.

## **3. Assessing and reviewing pupil progress**

Outpatient pupil progress is formally tracked 3 times in the year and the progress of our SEND pupils is compared to the cohort as a whole, as well as to other vulnerable groups. The progress of GRH inpatient pupils is formally tracked twice in the year.

## **4. Transition and reintegration**

All GHES pupils are supported towards reintegration with their registered school, or to another setting, or transition to post-16 education. GHES works closely with schools and colleges to ensure that our pupils' SEND needs are understood and that appropriate provisions are established through review and transition meetings.

Inpatient pupils in GRH return to their mainstream school on discharge unless a specialist unit or other medical establishment is identified as necessary. HIEP (Hospital Individual Education Plans) based on their EHCPs or SEND Support information are drawn up for long-term / recurrent pupils.

## **5. Teaching children and young people with SEND**

All teachers are made aware of, and fully understand, their responsibility for the learning and progress of pupils with SEND. These needs are targeted the Graduated Pathway process, as appropriate. My Plans are monitored and updated regularly by staff working directly with the pupils and with the support of the SENDCo.

Lesson observations and progress monitoring ensures that SEND teaching and learning is closely reviewed and evaluated within the GHES quality assurance process.



## 6. Training and staff development

SEND topics and updates are a key part of our staff development. SEND related training provided during the year 2018/19 included:

- SENDCo attendance at Gloucestershire SENDCo Cluster meetings, with information subsequently cascaded to staff – this included information relating to the Graduated Pathway process, EHCP applications, Educational Psychologist and Advisory Teaching Service support and other updates.
- Continued support and training to staff (led by SENDCo) to upskill knowledge and understanding of the Graduated Pathway including: the role of lead practitioner; how to chair a multi-agency meeting; how to create, review and update a plan.
- SENDCo support to staff in providing specific and tailored strategies for supporting pupils with SEND.
- SENDCo attendance at 2 x Day Resilience Training led by Juliette Ttofa, Educational Psychologist (Dec 2018)– key information cascaded to staff.
- Attendance at the Education and Disabilities Hub Staff Event (22/05/19).
- Training to all staff on support strategies including: dyscalculia, dyslexia, autism, speech language and communication, scaffolding, overlearning and multisensory approaches (June 2019)

## 7. Quality assurance and evaluation

As part of our drive for continuous improvement we welcome scrutiny and feedback from specialists and peers. SEND monitoring or advisory visits specific to GHES, or GHES participation in wider SEND quality assurance and evaluation, in the year 2018/19 were as follows:

- Meeting with the SEND Local Authority Quality Lead (8/03/19) for a 1:1 liaison session to explore provision and support in place for current pupils on roll at GHES who have an EHCP and to share ideas about the EHCP process.
- Attendance at Annual Review Workshop (11/06/19), led by the SEND Local Authority Quality Lead to explore and improve the Annual Review Process.
- Ongoing participation in the EHCP Quality Project Team, led by the SEND Local Authority Quality Lead – this is a ongoing team drawn from all the agencies to work along restorative practice lines to discuss issues and input new initiatives relating to EHCPs.
- Meeting with Meg Dawson, Chair of the GHES Management Committee, (7/5/19) to monitor SEND processes within GHES Outpatients.

## 8. Enabling pupils with SEND to engage in all activities

All GHES pupils are offered the same academic, social and cultural opportunities, in line with their individual needs and medical advice. As well as core subject teaching, this includes the opportunity for 1:1, classroom-based or on-line tuition. This enables pupils who are too ill to leave the house, or have limited mobility, to access the curriculum. Our Wellbeing curriculum is offered to all pupils by on-line delivery, in the classroom or through home tuition. Our Arts Award, allowing pupils to focus on a creative area of their choice in Art or Music, is offered in our Classroom with home tuition as an option where appropriate. The Beyond Words creative writing project is offered in collaboration with Cheltenham Literature Festival and is available to all pupils including those with SEND.



## **Inpatient pupils in GRH**

Patients on the Children's ward are offered tuition at their bedsides if they are unable to access the School Room. Many pupils are able to engage with weekly sessions of Music Therapy. Some are able to benefit from the gift of a Ukulele (provided by Uke UK Charity) as well as from participation in Yoga, and Story-teller Sessions (7 times in the year). Children may have access to a range of electronic books 'Listening Books' (provided by the charity 'Listening Books'), which are ideal for those who are print deficient. There is also a 'Read for Good' book trolley which provides books for children of all ages. Children are encouraged to keep a book to take home if they are keen to do so.

The Wellbeing curriculum is the focus every Friday morning. During this time children can engage in a variety of activities including Mindfulness. Many PMLD pupils are offered Tac-Pac which is a multi-sensory interaction stimulus programme.

There are a number of sensory light-stations on the ward which can be used with children with PMLD. There is a touch screen TV in the School Room which has proved popular with young children who find using a keyboard challenging.

## **Support for improving emotional and social development**

GHES has a strong focus on supporting the emotional and social development of all pupils, including those with SEND. We maintain this through our individualised programmes of study and our Link Tutors who hold an overview of the pupil's emotional wellbeing as well as their academic progress. We have our own PMHW (Primary Mental Health Worker) on the staff team who is available to provide additional support for pupils' emotional and social development, through home visits and liaising with schools as part of their reintegration planning. We have also appointed an Education Welfare Officer to support pupils and families on a pastoral level, especially those on the Graduated Pathway.

## **Working with other bodies/agencies**

GHES works closely with a number of other agencies to support pupils with SEND. This includes: CAMHS (the Child and Adolescent Mental Health Service), Teens in Crisis (TiC+), a wide number of NHS specialist services and professionals, the Virtual School who support Children in Care, Social Services, The Advisory Teaching Service, The Educational Psychology Service, a large number of Gloucestershire schools including special schools and alternative provisions, Local Authority SEND officers, Mentoring Services, Prospects (the Youth Support Service).

Further information can be found in the related documents, the GHES SEND Policy and GHES SEND School Offer.