



<b>Policy Name: SEND Annual Information Report</b>	
Last updated:	October 2020
Date of next review:	October 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

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

Pupils referred to Gloucestershire Hospital Education Service remain the responsibility of their registered mainstream or special school. All GHES pupils are dual registered with GHES and their main school.

GHES also 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 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 also 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, Advisory Teaching Service, Education Psychology Service) 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. Pupils' Individual Learning Profiles at GHES 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 to 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. Upon transition, we share a clear Transition or Graduated Pathway Plan to ensure all needs are understood and accounted for. If a pupil isn't on the SEND register, we ask the school or college to consider placing them on their register upon transition if it is felt by all parties (including the pupil and parents/carers) that this is in their best interests.

All GHES pupils, including those with SEND, receive access to our Wellbeing curriculum to support their social, emotional and mental health and to guide them towards adulthood. Opportunities are also available for careers and training advice and 1:1 appointments are offered to all Key Stage 4 pupils, including home visits where appropriate.

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. Enrichment activities and Wellbeing; these activities are particularly important for non-engagers.

## **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 through Individual Learning Plans and, where appropriate, the



Graduated Pathway process. 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 2019/20 included:

- Planning meeting with Educational Psychology Service (October 2020)
- Continued support and training to staff (led by SENDCo) to upskill knowledge and understanding of the Graduated Pathway and SEND.
- SENDCo support to staff in providing specific and tailored strategies for pupils with SEND.
- Emotion Coaching to GHES staff led by Kate Billington, Educational Psychologist (Nov 2020).
- Introduction to NVR to all GHES staff (Jan 2020), led by CYPS (CAMHS)

## **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 2019/20 were as follows:

- SENDCo attendance (x2) at SEND Panel decision meetings at Shire Hall
- Ongoing liaison with Kevin Nicholls (EHCP Locality Lead)
- Management Committee monitoring visits (on hold due to Covid)

## **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. All pupils receive PSHE as a statutory requirement; this is delivered in groups where possible to encourage discussion and interaction. 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**

- Inpatients are offered tuition at their bedsides if they are unable to access the School Room. (N.B Covid19 social distancing restrictions mean that fewer pupils are taught in the School Room). Pupils can access on a rotation basis if they have tested negative for Covid19.



- Music Therapy is offered weekly. A range of instruments and iPad apps are used. Some pupils are able to benefit from the gift of a Ukulele (provided by Uke UK Charity).
- Yoga is time-tabled weekly and can be accessed by children from a bed, chair or the floor according to their mobility.
- Story-teller Sessions (7 times in the year) is on hold due to the current pandemic.
- 'Listening Books' (provided by the charity 'Listening Books'), are ideal for those who are print deficient.
- The 'Read for Good' book trolley provides books for children of all ages. Children are encouraged to choose a book to read in hospital and then to take home to keep.
- The Wellbeing Curriculum is the focus every Friday. During this time children can engage in a variety of activities including Mindfulness.
- Tac-Pac - a multi-sensory, interaction, stimulus programme is available to children with profound multiple and learning disabilities(PMLD). (N.B. this is currently not being used due to covid19 restrictions as resources can't be properly cleaned).
- There are a number of sensory light-stations on the ward which can be used with children with PMLD.
- A sensory bathroom is available for children needing ease of access to baths.

### **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 also have an Education Welfare and Pupil Support 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 (Child and Adolescent Mental Health Services) Teens in Crisis, 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 casework team, Inclusion team, 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.