

Special Educational Needs and Disabilities (SEND) School Offer

Name of school: Gloucestershire Hospital Education Service (GHES)

1	<p><i>How does our school know/identify that students have special educational needs (SEND)?</i></p> <p>Students on roll with GHES are dual registered with their school. On admission to GHES some students will have a SEND plan already in place. GHES staff will then liaise with the main school to gain full information about the young person's SEND background, their needs and outcomes.</p> <p>In other cases, our routine progress monitoring may give rise to concerns about a young person's progress and we then investigate the causes for the concern. This may take the form of additional, specific assessment and monitoring. We follow the guidance of the Graduated Approach within this process.</p>
2	<p><i>What are the first steps our school will take if special educational needs are identified?</i></p> <p>We will liaise with the main school's SENDCo, student and parents/carers. We will follow the Graduated Approach of Plan, Assess, Do, Review. The first step within this will often involve identifying the needs, setting clear outcomes and establishing what actions, resources or strategies are required to achieve these outcomes through a Plan. This is the first stage of the single graduated pathway of support as recommended in the SEND Code of Practice.</p>
3	<p><i>What should parents/carers do if they think their student has SEND? How can they raise concerns?</i></p> <p>If parents/carers think their student may have SEND, they should speak to the Link Tutor, Key Stage SENDCo or Pastoral Lead from GHES, who will be able to discuss their concerns and advise on how to take the matter forward, in liaison with the SENDCo of the student's main school as appropriate.</p> <p>The GHES contact details are: ghes@gloucestershire.gov.uk. Telephone: (Outpatient) 01242 532363, (Inpatient) 03004 228394</p>
4	<p><i>How will our school include parents and students in planning support?</i></p> <p>When a student has an identified SEND, a My Profile, My Plan, My Plan+ or EHCP will usually be in place or, for newly identified SEND, the process will be started in conjunction with the main registered school, in line with the protocols of the Graduated Pathway. All students at GHES are issued an individual GHES Support Plan as part of the induction process that identifies individual needs, accessible learning adaptations and key milestones. The views and wishes of the student and the parent/carer, are sought and included in the process and reviewed regularly. These views form the basis of the GHES Support Plan which help to inform the young person's provision. Parents/carers and students are invited to all formal review meetings and their views form a significant part of the review process, along with the views of other professionals and agencies.</p>

5	<p><i>How will our school teach and support student with SEND?</i></p> <p>Students on roll with GHES receive provision that is individualised and tailored to their specific needs, in terms of curriculum as well as physical or medical accessibility. Upon admission to the service, the Key Stage SENDCo meet with the student and parent/carer to establish a GHES Support Plan which outlines specific needs, outcomes and tailored provision for the student. This Plan is shared with teachers and reviewed as a part of the GHES Journey every eight weeks. Where appropriate, 1:1 (often in the home), on-line or small group learning in our classroom is available as part of a blended approach to delivery. Advice is sought from the student's school and other agencies involved, e.g. the Advisory Teaching Service, about appropriate ancillary aids or assistive technology such as dyslexia-friendly resources, I-pads, touch-screens, oversize print books, key boards or switches. Sensory stimulus activities, Communicate in Print and Tac-Pac, are also available in the hospital school room.</p> <p>If an additional specialist teacher is required in order to meet the young person's specific needs we will first seek the support of the registered school. Where the registered school cannot supply this, steps will be taken to explore this need through other agencies.</p> <p>When a young person who attends a special school is referred to GHES for Outpatient support, it is often considered in the young person's best interests for the special school staff to meet their needs as these staff will have the detailed knowledge of the student, and the wider SEND expertise, to facilitate the student's learning. We will liaise with the registered special school to discuss the most appropriate approach.</p> <p>When a young person is referred to GHES for Outpatient support, and already receives substantial 1:1 support at their registered mainstream school through an EHCP, we will consider in the first instance whether the existing 1:1 support staff from the registered school may be best placed to meet the young person's needs, including their eventual reintegration to school. We will liaise with the registered school to discuss the most appropriate arrangements.</p>				
	<table border="1"> <tr> <td data-bbox="258 1368 300 1798">a</td><td data-bbox="300 1368 1437 1798"> <p><i>For students without an Education, Health and Social Care plan (EHCP)</i></p> <p>Provision will address the student's need as identified by the school and seek to meet any outcomes within a My Plan or My Plan+. Progress against the outcomes is monitored closely and, if expected progress is not being made, in spite of additional intervention and strategies the Assess, Plan, Do, Review cycle, in conjunction with the registered school, will be used to inform next steps. This may lead to a decision to advance further along the single Graduated Pathway of support. Where appropriate, we would explore with the registered school, a school application for an EHCP, in consultation with parents/carers and other professionals (e.g. Educational Psychologist, Occupational Therapist, Advisory Teacher specialising in specific areas of SEND).</p> </td></tr> <tr> <td data-bbox="258 1798 300 2056">b</td><td data-bbox="300 1798 1437 2056"> <p><i>For students with an EHCP</i></p> <p>The same principles of planning, monitoring and review apply to the young person with an EHCP. While a major influence in a young person's achievement is quality first teaching, those with an EHC Plan will also have a formal plan outlining specific additional support and resources required to facilitate desirable outcomes for their individual needs. The EHCP is a statutory document and is reviewed at least once a year with input from students, parents</p> </td></tr> </table>	a	<p><i>For students without an Education, Health and Social Care plan (EHCP)</i></p> <p>Provision will address the student's need as identified by the school and seek to meet any outcomes within a My Plan or My Plan+. Progress against the outcomes is monitored closely and, if expected progress is not being made, in spite of additional intervention and strategies the Assess, Plan, Do, Review cycle, in conjunction with the registered school, will be used to inform next steps. This may lead to a decision to advance further along the single Graduated Pathway of support. Where appropriate, we would explore with the registered school, a school application for an EHCP, in consultation with parents/carers and other professionals (e.g. Educational Psychologist, Occupational Therapist, Advisory Teacher specialising in specific areas of SEND).</p>	b	<p><i>For students with an EHCP</i></p> <p>The same principles of planning, monitoring and review apply to the young person with an EHCP. While a major influence in a young person's achievement is quality first teaching, those with an EHC Plan will also have a formal plan outlining specific additional support and resources required to facilitate desirable outcomes for their individual needs. The EHCP is a statutory document and is reviewed at least once a year with input from students, parents</p>
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	<p>or carers, medical and other professionals involved in the case, as well as educational updates.</p> <p>GHER will be guided by the registered school and the EHCP Case Coordinator as to how best to implement the requirements of the EHCP and will work in partnership with the registered school to ensure that a holistic and student-centred approach is adopted in planning and delivering provision for each young person. The health and wellbeing of a young person with an EHCP remains the priority within their learning, as such GHER will always consider the provision in the EHCP in relation to a young person's specific health needs whilst with us.</p>
c	<p><i>How does our school plan the support? How are our resources allocated and matched to needs?</i></p> <p>GHER tuition and learning support is delivered through a combination of 1:1, small group work, in-person and on-line delivery according to the student's needs and personal situation. Tuition is always tailored to the individual's needs, as identified in the GHER Support Plan which takes into account baseline data and targets from the registered school. Depending on the nature and level of the need, it may be necessary to modify the curriculum to match the student's level of development. Any outcomes from the EHCP, My Plan or My Plan+ will be incorporated into GHER provision as is appropriate. A Key Stage dedicated GHER SENDCo will ensure, in liaison with the Link Tutor, that the outcomes are appropriate and are monitored and reviewed regularly. Advice, support and input is sought from the registered school and other agencies, such as Educational Psychology, the Advisory Teaching Service, or Health, as required.</p>
d	<p><i>How is the decision made about the support your student will receive?</i></p> <p>Once a medical referral is accepted by the GHER Outpatient team, baseline information is requested from the registered school, as well as all SEND documentation. A member of the SLT will then visit the student and parent/carer at home to gain further understanding of the young person's individual needs and context. At this meeting the SLT SENDCo will discuss and begin planning the most appropriate support, in line with the SEND information received from the school and the advice outlined in the medical referral. This process will establish a GHER Support Plan which will outline specific needs, outcomes, tailored provision and key milestones for the student. The Support Plan is then shared with families and with key adults and reviewed regularly. The young person's needs, and their progress against outcomes agreed by parents or carers, medical and other professionals, are the benchmark used to determine if interventions are needed. These interventions are also discussed and agreed with the registered school.</p> <p>In the case of student with an EHCP, the Local Authority EHCP Team decide on the resourcing level for the young person's provision and how this is allocated. All EHCP resourcing sits with the named school on the EHCP.</p>
e	<p><i>See link below for information about what Gloucestershire schools are expected to provide from their budget:</i></p> <p>The link below provides more detail on SEND funding. http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page</p>

	<p>f <i>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, student and young people in this process?</i></p> <p>Once targets are discussed and agreed as explained above, regular assessment and monitoring is undertaken by GHES staff. Interventions are evaluated against progress towards these outcomes, and strategies are revised as necessary. Parents/carers, as well as the registered school, receive both written and verbal reports of progress and attainment. Other relevant professionals will also be informed and invited to attend reviews. Where there is an active EHCP, the review process is ordinarily managed and remains the responsibility of the registered school with GHES providing all appropriate information and updates, as well as participating fully in the review.</p>
6	<p><i>Who will be working with your student?</i></p> <p>The person with direct responsibility for the young person with SEND is their subject teacher and Link Tutor. The Link Tutor will be the first point of contact for parents/carers, school and medical liaison. Other staff will be supporting the young person for specific curriculum areas such as English, maths, science or for specific interventions such as spelling support, sensory curriculum, and visual aids. Pastoral Leads and SLT SENDCo's hold an overview of all students and together with Link Tutors hold progress review meetings each short term every eight weeks to monitor and review progress and provision. The SENDCo will coordinate the provision to support individual students with SEND and this may involve working directly with the young person and their parent/carers.</p>
7	<p><i>How does our school ensure that the information about a student's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with that student?</i></p> <p>All information about a student's SEND is kept in the student's electronic file which is accessible to all staff supporting the young person. The GHES Support Plan outlines a student's specific SEND and the provision and support in place to meet their personal outcomes. All staff refer to the Student Support Plan to inform their teaching and interactions. The SENDCo will provide professional guidance to colleagues and work with staff to ensure that students with SEND receive appropriate support through the Graduated Approach.</p> <p>In the case of a young person with an EHCP, the relevant Key Stage SENDCo, Lead SENDCo or Link Tutor will attend the review at the young person's registered school or may facilitate the review process, where necessary.</p> <p>The GHES SENDCo will liaise with the SENDCo from the registered school to ensure that information is shared effectively between both settings.</p>
8	<p><i>What role will the student's teacher play?</i></p> <p>The student's Link Tutor is the main point of contact with GHES and coordinates the regular reports, both written and verbal, on progress, attainment and engagement. The Link Tutor also monitors the reintegration plan when the young person is ready to begin their return to school, in line with medical advice.</p>

	<p>The subject teachers are responsible for assessment, planning and progress monitoring in their subject. They will liaise with their counterpart in the registered school to ensure that the curriculum remains appropriate to the young person's, sometimes changing, needs.</p>
9	<p><i>What expertise does our school, and our staff, have in relation to SEND?</i></p> <p>GHES is a short-stay school and the great majority of students will return in due course to their registered schools. Where specialist provision is required for a period of time, we may seek support from the student's registered school, local special schools, Alternative Provision settings, the Advisory Teaching Service or other appropriate agencies, in order to share expertise in meeting the young person's needs.</p> <p>Where a student who is referred to GHES is registered at a special school, we discuss with the school whether their specialist staff could participate in the provision, including appropriate home tuition or support on behalf of GHES.</p> <p>In addition to this, see a – e below:</p>
a	<p><i>Training of staff</i></p> <p>Through whole-service inset and information sharing, we ensure that all staff have a good level of <i>awareness</i> of current SEND processes and are also aware of when to raise any concerns about a possible SEND with the SENDCo or with their Pastoral Lead. Additional training is arranged periodically, often delivered by specialist professionals, to inform staff on specific areas of SEND as required to meet service needs.</p>
b	<p><i>List areas of expertise</i></p> <p>A number of GHES Inpatient or Outpatient staff have <i>enhanced</i> knowledge in particular needs such as SpLD, BESD, use of Makaton, Sensory Curriculum, acquired through additional training or present from prior experience. Since September 2021 there has been enhanced and on-going professional development training as the service strives to gain the Autism Quality Mark.</p> <p>Our GHES Lead SENDCo as well as the three Key Stage SENDCos hold the specialist qualification: the National SENCo Award.</p>
c	<p><i>What intervention programmes does our school run for student with SEND and how are they delivered?</i></p> <p>Provision for GHES students involves 1:1 lessons, small groups or on-line delivery, all tailored to the student's needs and abilities. Appropriate planning and resources are obtained from the registered school or requested from the agencies listed above. All tuition is adapted to meet the students' individual needs.</p> <p>Specific interventions such as spelling support or numeracy development are available for individual students as appropriate.</p>

	<p>Catch Up Literacy is available for delivery by a member of staff. Inference training has also been undertaken by the English team to deliver additional and specific intervention to support comprehension and writing.</p> <p>Small group tuition is available in our classroom in the GHES offices where young people's social, emotional and creative development is supported through lessons in PSHE, our Well-Being curriculum, Art and Music.</p> <p>Play Therapy has been introduced since September 2023 by an appropriately qualified member of staff, working with identified students.</p> <p>Small group as well as 1:1 tuition is available in the GHES School Room at Gloucester Royal Hospital Student's Centre. Additional learning resources such as Makaton, Tac-Pac, Talking and Drawing are available to support students with SEND.</p>
d	<p><i>What teaching strategies does our school use for students with learning difficulties including:</i></p> <ul style="list-style-type: none"> • Autistic Spectrum Condition (ASC) • Hearing impairment • Visual impairment • Speech and Language Difficulties (SpLD) • Dyslexia <p>As the great majority of students on roll with GHES have a registered school, our SENDCo will liaise in the first instance with the SENDCo of the registered school for advice and guidance on appropriate strategies to meet the young person's individual needs in order to maintain consistency.</p> <p>Where the young person is registered at a special school, we will liaise with the registered special school to consider the most appropriate support, including making use of the experience and expertise of the staff from the parent setting, who have detailed knowledge of the young person's additional needs.</p> <p>Our own teaching staff meet the majority of the presenting need through Quality First Teaching. Adaptations such as using reduced language, now and next approach, sensory awareness, coloured overlays and IT are used to meet the specific needs of individual student but also to benefit the learning of all.</p> <p>In other cases, where specific resources, including staffing, are required to meet these needs, and where we are unable to meet them through existing resources or staffing, we will source this externally through advice and guidance from other professionals such as Occupational Therapists, Educational Psychologists, Speech and Language Therapists, CAMHS, the Advisory Teaching Service or through specialist supply staff.</p>
e	<p><i>What support does our school put in place for students who find it difficult to conform to normal behavioural expectations and how do we support student and young people to avoid exclusion?</i></p>

	<p>We are aware that all the young people on roll with GHES have additional medical needs, over and above any SEND, and that this can result in increased anxiety and alienation for the young person. We are guided by CAMHS and other professionals in our approach and we call upon this resource as necessary in our planning and review meetings.</p> <p>The 1:1 and small group context of much of our teaching allows a high degree of individualisation in our approach and facilitates the establishment of positive staff-student relationships. With most GHES provision based in the student's home, the GRH Schoolroom or on-line, we are able to work in a more informal and less stressful setting than is possible in most schools.</p> <p>We strive to promote respect, self-esteem and resilience by engaging the student in a dialogue about his/her provision, by agreeing engagement and behaviour targets with him/her, by modelling high standards of inter-personal interactions, based on respect and consideration and by promoting effective learning behaviours.</p> <p>A relational approach is standard throughout our provision and this supports positive engagement and responses. Where additional strategies are needed these are discussed by the team in order to ensure positive resolution and reengagement. Our PSHE, Wellbeing and key adult offer, supports our students in understanding our high expectations and conflict-resolution approach.</p>
10	<p><i>Which other services do we use to provide for and support our students?</i></p> <p>We liaise closely with medical professionals, including CAMHS, from the time of the initial referral or admission to GHES, and at regular intervals thereafter.</p> <p>We attend MAG meetings as appropriate with Social Care, CAMHS, services such as Families First, the Education Psychology Team, SEND Casework Officers, the Advisory Teaching Service, Family Information Service, Youth Support Service and independent training providers and voluntary agencies. Presently we also commission two mentoring services in order to support engagement, relationships and life skills.</p>
a	<p><i>How do we meet the needs of SEND students?</i></p> <p>We meet the needs of students with SEND in a number of ways:</p> <ul style="list-style-type: none"> • through close attention to the requirements of the student's GHES Support Plan, My Plan, My Plan+, or EHCP; • through liaison between our SENDCo and the SENDCo of the student's registered school and through participating in the review process and review meetings; • through our SENDCo providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and Quality First Teaching • through partnership working and sharing of resources and expertise with subject staff at the student's registered school; • through development, monitoring and review of targets for each young person; • through our individualised and highly bespoke 1:1 and small group programme of support with regular assessment, monitoring and review of progress;

		<ul style="list-style-type: none"> through liaison with external agencies such as OT, AST, CAMHS, SaLT, EP and medical professionals.
	b	<p><i>How do we support families of these students?</i></p> <ul style="list-style-type: none"> We work closely with parents or carers from the point of referral or admission of a new student and at every step thereafter. Parents or carers are involved in the initial planning meetings and their views and intimate knowledge of their student provide the foundation for our Support Plan and subsequent planning for provision and support. GHEs staff may accompany parents and students to planning meetings at the registered school to provide an additional perspective. GHEs senior leadership team, including the Lead SENDCo are available for discussion with parents or carers by appointment. Parents can be signposted to other sources of support within the local authority or external agencies.
11		<p><i>How does our school provide support to improve the emotional and social developments of our SEND students?</i></p> <p>All of the students on roll with GHEs have medical needs. We liaise closely with the referring medical professionals throughout the students' stay with GHEs to ensure that their educational provision is appropriate to their evolving medical needs.</p> <p>Our Well-Being curriculum provides a broad and balanced PSHE programme covering topics such as internet-safety, substance abuse, sex and relationship education, anti-bullying, citizenship and many others.</p> <p>GHEs commissions additional mentoring services to support emotional well-being and social development for identified students.</p> <p>Our students and families are regularly signposted to supportive services, organisations and events that will offer opportunities for social interaction or advice around emotional wellbeing.</p>
	a	<p><i>How does our school manage the administration of medications?</i></p> <p>Outpatient Team provision generally takes place in the students' homes and always with a parent, carer or responsible adult present. Parents or carers are responsible for administration of medication. Inpatient Team provision takes place in the Schoolroom of Gloucester Royal Hospital and administration of medication is the responsibility of the medical staff. GHEs staff do not administer medication.</p>
	b	<p><i>How does our school help with personal care where this is needed?</i></p> <p>The Outpatient Team provision generally takes place in the students' homes and always with a parent, carer or responsible adult present, or online. Parents or carers are responsible for</p>

	<p>personal care. Inpatient Team provision takes place in the Schoolroom of Gloucester Royal Hospital and personal care is the responsibility of the medical staff.</p> <p>GHER staff are not involved with personal care except in an emergency, when GHER staff based in the GRH schoolroom could assist, in line with the personal care policy.</p>
c	<p><i>What is our policy on day trips, school outings, health and safety arrangements?</i></p> <p>GHER endeavours to enhance the curriculum and support available to all the young people on roll with us as a result of their various medical needs. Activities and venues are chosen for their educational and enrichment value as well as for their accessibility for students with a range of additional needs and SEND. Activities would typically include visits to museums, theatre, pantomime, local festivals, exhibitions and nature events.</p> <p>All visits are carefully researched and planned to ensure that appropriate staffing and skills are on-hand throughout. GHER has an Offsite Visits Coordinator (OVC); this is a manager who reviews and approves risk assessments for all off-site visits.</p> <p>Participation is encouraged and facilitated but all off-site visits are optional. When it would facilitate a particular young person's attendance, the parent or carer is invited to accompany their student.</p>
d	<p><i>What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to students with SEND?</i> <i>What measures are in place in our school to prevent bullying?</i></p> <p>At GHER we recognise that it is only when a young person feels safe and valued, and when effective learning behaviours are in place, that he or she can grow and flourish.</p> <p>The Link Tutor is the main point of contact for students, though all staff working with the young person will share the GHER ethos of trust, inclusion and respect. The Link Tutor generally sees the student regularly. The 1:1 and small group nature of most of our provision lends itself to the establishment of supportive and trusting relationships in which the young person's emotional well-being and self-esteem are as important as the curriculum content of the sessions.</p> <p>A full programme of PSHE is offered to all students and is delivered through 1:1 or small group lessons. Bullying is a key topic in our Wellbeing curriculum and young people are helped to recognise and reject bullying in all its forms, through development of their understanding, self-esteem and collaborative skills. Our anti-bullying policy is available on our website.</p>
12	<p><i>What access do our SEND students have to facilities and extra-curricular activities available to all student?</i></p> <p>The GHER ethos is one of inclusion and equality of opportunity, tailored to each young person's needs and abilities. Most tuition is offered in the students' homes or the Hospital schoolroom. GHER facilities and extra-curricular activities are available to all students, subject to medical needs. Where necessary, special arrangements will be made, as far as possible, to enable access</p>

	to classrooms, core and additional curriculum (such as Art and Music), outings or educational visits, by all young people on roll with us.
13	<p><i>Who will be talking to and keeping in touch with the parent/carer?</i></p> <p>The Link Tutor is the main point of contact for parents or carers of students taught by the Outpatient team. There is also a Pastoral Lead and Key Stage dedicated SENDCo overseeing each student's provision and progress and the SENDCo co-ordinates specific provision to support students with SEND. The Inpatient Team Manager is the main point of contact for students taught in the GRH School Room.</p>
a	<p><i>Who will explain and discuss provision with parents/carers?</i></p> <p>The SLT member who carries out the initial home visit, or the GRH schoolroom manager, will explain and set in motion the process of planning, monitoring and review, as well as the subsequent progress reporting arrangements.</p>
b	<p><i>How will parents/carers know how well their child is doing?</i></p> <p>There are frequent opportunities for face-to-face discussion and feedback between GHES staff and parents/carers, whether in the home or in the GRH Schoolroom. Regular written reports are also produced for parents, giving details of progress towards outcomes, as well as attendance and attitude to learning. Parents or carers may call the SENDCo or Pastoral Lead to discuss their student's progress at any time. Advance notice of such a call will ensure that the appropriate manager is available and has updates to hand from all the relevant teaching staff.</p>
c	<p><i>How does our school measure outcomes and impact of the support provided to the student?</i></p> <p>GHES provision follows a cycle of Assess, Plan, Do, Review.</p> <p>Working from handover information from the main school, our baseline assessment and GHES Support Plan, we plan outcomes in each subject, including 'engagement with learning', and take particular account of any SEND outcomes identified in the student's My Plan, My Plan+, or EHCP.</p> <p>Tuition and support then focuses on these outcomes and is outlined in the GHES Support Plan. Achievement towards these outcomes is monitored so we are able to give an account of learning and progression, even for our very short stay students.</p> <p>Any concerns identified by the teacher or support worker are raised with the Lead Teacher for the relevant subject area or with the SENDCo. Strategies are discussed, outcomes are revised or updated as necessary, and the impact is again monitored.</p> <p>Progress is tracked and data is gathered and recorded each term by GHES Outpatient Team, and twice yearly by GRH Inpatient Team, to ensure that every student's attainment is maximised in line with their fullest potential. Progress is also tracked against other vulnerable groups and against the cohort as a whole.</p>

	<p>d <i>When and at what interval will this happen?</i></p> <p>Outcomes are tracked and formally reported upon three times a year; the reports are either written or given in face to face meetings with the student and parents/carers and are copied to the registered school. The reports are produced at the end of the autumn, spring and summer terms.</p> <p>At the time of a student's transition back to the registered school, or to a new educational establishment, a final written report is produced for parents or carers and for the student's registered school or new destination.</p>
	<p>e <i>Who will explain and discuss this with young people? (where applicable)</i></p> <p>Students are involved (as far as possible) in all aspects of their provision, from the time of the Outpatient Team Manager's initial planning meeting to the subsequent target development and review. Students are consulted and their views form an integral part of the GHES Support Plan, My Plan, My Plan+, or EHCP process. The Link Tutor, Pastoral Lead and SENDCo are central to all information sharing between GHES and the young person with SEND. The Link Tutor is the main point of contact for students once tuition is in place.</p>
14	<p><i>How will our school involve young people with SEND in their education?</i></p> <p>From the point of referral or admission to GHES, the student is at the centre of our planning and provision. Outpatient provision begins with an individual planning meeting between a Case Manager and the young person, along with a parent/carer. The views and wishes of the young person are built into the GHES Support Plan, which informs the outcomes as far as possible. These views may be provided by the parent or carer in the case of a young person with SEND who is unable to express this independently. The Link Tutor will continue to endeavour to capture the student's voice through the use of 'Mind of My Own' or other appropriate means.</p> <p>The academic content of the provision will generally cover the core curriculum areas of English, maths and science and we will endeavour to identify any other areas of special interest or passion in the young person and build this into the provision in order to enhance their engagement and pleasure in learning.</p> <p>The young people are involved in their own outcome reviews and are encouraged to self-assess and reflect on their learning, on an on-going basis, and in a manner appropriate to their abilities.</p> <p>Planning for transition back to school, or to a new educational or training setting, is a crucial stage in GHES provision and the young person is at the centre of this. He or she is encouraged to attend any planning meetings so that their voice is heard. Where it is not possible for the young person to attend, their views will be sought in a 1:1 meeting beforehand or their parent/carer may be asked to represent their views as appropriate.</p>
15	<p><i>What accredited and non-accredited courses do we offer for young people with SEND?</i></p> <p>All young people on roll with GHES are offered equal access to a varied and balanced curriculum, delivered through a wide range of courses and educational support. Each student's provision is planned in collaboration with the registered school to meet the student's individual needs and abilities.</p>

	Our curriculum covers the core subjects of English, Maths and Science up to GCSE level as well as PSHE and the Wellbeing curriculum. Functional Skills in English and Maths as well as Arts Award are also available at KS4.
16	<p><i>How do we assess and evaluate the provision we have arranged for your student?</i></p> <p>The Link Tutors, subject teachers and the SENDCo will review progress of SEND students against their individual identified outcomes, following baseline and subsequent regular assessment. The targets from a student's EHCP are central to the individual outcomes/ My Plan/ GHES Support Plan and progress is always reviewed against these.</p> <p>Where concerns are identified by teachers, through periodic tracking or through consultation with other teaching staff, strategies for supporting the young person with SEND are discussed with the relevant teachers and professionals. These strategies are implemented and monitored for an appropriate period when their effectiveness is further reviewed. Outcomes are updated at least termly, in consultation with students, parents or carers and school, as appropriate, and targets are revised to reflect progress and new or ongoing needs.</p> <p>Assessment methods include: on-line assessment packages, teacher assessment, task-based assessments, literacy assessments as well as the use of external expertise such as Education Psychologists and the Advisory Teaching Service.</p> <p>GHES also tracks the progress of SEND students, and Children in Care, against the progress of other cohorts and against the rest of the student body.</p>
17	<p><i>How do we prepare our school to welcome and support SEND students and how do we arrange and support a transfer to another school/educational establishment?</i></p> <p>GHES staff are aware of the special educational needs or disabilities (SEND) of all young people referred to them or admitted to GRH from the time of their referral or arrival. We make appropriate provision in line with these needs, according to the requirements of the My Plan, My Plan+, and EHCP, as well as the medical needs which have brought the young person to GHES, so that we can establish an informed GHES Support Plan that concisely outlines needs, outcomes, provision and key milestones.</p> <p>Communication between parents or carers, students and GHES staff is a regular and crucial aspect of GHES provision, whether centred in the home or in GRH Schoolroom. Liaison between GHES and the student's registered school is continuous; this extends to prospective schools, alternative provision or post-16 provision, as required. Visits can be arranged and reintegration or transition planning meetings take place at the appropriate point in the young person's GHES provision. GHES has close links with Prospects, the Youth Support Service, including our own named Careers Adviser who can make home visits where appropriate. We also offer all our students access to our bespoke Careers Website, providing advice and guidance on a wide range of post-16 training, apprenticeships, careers and further or higher education opportunities.</p> <p>Where a young person has an EHCP, formal reviews or transition planning reviews will be arranged or attended annually, or more frequently if necessary.</p>
a	<i>How do we prepare our students for adult life?</i>

	<p>Through our Wellbeing curriculum, GHES staff promote independence, self-confidence, reflection and resilience and we actively demonstrate the GHES ethos of respect, inclusion, positivity, collaboration and challenge. We support and encourage progression in all young people to help each achieve his or her fullest potential.</p> <p>Careers advice from our designated careers advisor as well as additional pastoral support to identify any outcomes around independent living and future planning are facilitated through the Link Tutor.</p> <p>In the GRH Schoolroom, Food Technology lessons are also offered; these focus on healthy eating to facilitate independent living</p>
b	<p><i>What special arrangements are made for exams?</i></p> <p>Existing access arrangements are discussed with the registered school when a new student with SEND is accepted to GHES. Examinations may be taken at home, at County Offices or in GRH Schoolroom where medical needs require this and additional time and support (in the form of scribes, readers, enlarged print etc.) are available, in collaboration with the registered school, where appropriate and logistically possible. Information from the EHC Plan is used to identify necessary resources or equipment and to provide guidance on an individual basis. Medical advice is sought for clarification and evidence when necessary.</p>
c	<p><i>What resources and equipment do we provide for student with SEND?</i></p> <p>In accordance with the SEND identified in the GHES Support Plan, My Plan, My Plan+, or EHCP, any resources specified would be supplied by GHES or sourced from the registered school or from the Advisory Teaching Service.</p> <p>Young people referred to GHES Outpatient team are taught mostly in the home, at our main site or online; essential adaptations would have been made to meet their needs, following consultation with relevant support agencies.</p> <p>In the GRH School Room, there is a variety of SEND resources on hand: iPads, a touch screen TV, a Big Mac switch and a sloping table to support students with physical disabilities. Additional relevant adaptations can be made to facilitate access to learning, in consultation with the Occupational Therapy department, Advisory Teaching Service and other professionals.</p>
d	<p><i>What arrangements are in place with other schools/educational providers when our SEND students transfer?</i></p> <p>If a young person with SEND is transitioning to another educational setting a Transition Meeting with all relevant parties is arranged to ensure a successful outcome. GHES staff will liaise closely with parents/carers, the young person and appropriate professionals as well the new school, to support the move. A My Transition Needs plan is co-produced to ensure all needs are fully shared.</p>

	Where necessary the Link Tutor will support a student to complete the application process for their onward destination and ensure that families are aware of what needs to be shared with the next setting.
e	<p><i>How accessible is our school to students/students with SEND?</i></p> <p>GHER Outpatient students are usually taught in their own homes (face to face or online), where appropriate adaptations should have been made to meet their mobility or access needs; this can include live on-line lessons where appropriate and using the AV1 robot. Parents or carers will be signposted to the appropriate agency if support is needed with regard to adaptations. The GHER classroom, where a creative curriculum is available, is located at our offices.</p> <p>GRH School Room provision is accessible to all young people on the ward, whether mobile, in wheelchairs or in hospital beds.</p>
18	<p><i>Where can you find our SEND policy?</i></p> <p>Our GHER SEND policy and SEND Information report are available to read on our website.</p> <p>GHER SEND Policy</p>
19	<p><i>What role do the governors have? What does our SEND governor do?</i></p> <p>The GHER Head of Service reports to the GHER Management Committee on the provision for SEND. The progress and attainment of young people with SEND is compared to that of the rest of the cohort, and to other specific cohorts including student who are looked after, student in receipt of student premium, student from ethnic minorities or for whom English is an additional language. The numbers of young people in some of these cohorts may be very small.</p> <p>There is a dedicated member of the Management Committee with responsibility for SEND. This SEND Member will hold the GHER Head of Service to account for the quality of provision and outcomes for this cohort and for others.</p>
20	<p><i>What can you do if you are not happy?</i></p> <p>Parents, carers or other stakeholders who are unhappy about any aspect of GHER provision should speak, in the first instance, to the relevant GHER Link Tutor, Pastoral Lead or the GHER Lead SENDCo. The GHER Head of Service is also available for discussion and may be contacted by telephone at the numbers below.</p> <p>Our formal Complaints Statement and Procedure is available to view on our website.</p>
21	<p><i>How can parents/carers arrange a visit to our school? What is involved?</i></p> <p>Parents or carers are welcome to visit GHER Offices or the GRH School Room by arrangement. As we are not a mainstream school setting, and there may not be any teaching taking place at certain times, please ring beforehand and make an appointment to ensure that a manager is</p>

	<p>available to answer questions. In the case of the GRH Schoolroom the needs of the medical staff and sick student must always take priority over visits.</p> <p>Contact details as follows:</p> <p>Head of Service: Beth Warren ghes@gloucestershire.gov.uk</p> <p>GHES County Offices, St George's Road, Cheltenham, Gloucestershire. GL50 3EW Tel: 01242 532363</p> <p>Inpatient Manager trudi.scott@gloucestershire.gov.uk</p> <p>GRH School Room The Student's Centre Gloucester Royal Hospital, Great Western Road, Gloucester. GL1 3NN Tel: 03004 228394</p>
22	<p><i>Who can you contact for more information?</i></p> <p>For more information:</p> <ul style="list-style-type: none"> • contact the GHES Lead SENDCo on 01242 532363 • refer to the GHES SEND Policy or SEND Annual Information Report on the GHES website: Gloucestershire Hospital Education Service - Gloucestershire Hospital Education Service • see the Gloucestershire Local Offer for SEND: Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers Glosfamilies Directory • contact SENDIASS for in: SENDIASS Gloucestershire Special Education & Disability (sendiassglos.org.uk)
23	<p><i>When was the above information updated?</i></p> <p>Updated November 2025</p>